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ABSTRACT

This monograph provides a descriptive analysis of five grant programs funded by the Office of Special Education and Rehabilitative Services (OSERS) in 1984. The programs were designed to stimulate the improvement and development of programs for secondary special education and to strengthen and coordinate education, training, and related services to assist in the transition process to postsecondary education, vocational training, competitive employment, continuing education, or adult services. Grant programs included: (1) Cooperative Models for Planning and Developing Transitional Services (Competition 84.158C); (2) Special Projects and Demonstrations for Providing Vocational Rehabilitation Services to Severely Disabled Individuals, Priority Three: "Transition from School or Institution to Work" (84.128A); (3) Handicapped Children's Model Demonstration Projects, Postsecondary Projects (84.023G); (4) Postsecondary Education Programs for Handicapped Persons--Demonstration Projects (84.078C); and (5) Demonstration Projects for Mildly Mentally Retarded and Learning Disabled (84.078B). Titles and authors of papers included are: "An Analysis of OSERS'-Sponsored Secondary Special Education and Transitional Services Research" (Frank R. Rusch and others); "Secondary Special Education and Transition Services: Model Program Overview (CFDA 84.158C)" (Frank R. Rusch and others); "A Descriptive Analysis of OSERS Competition 84.128A: (Priority Three) 'Transition from School or Institution to Work'" (Philip G. Wilson); "An Analysis of Federally Funded Model Programs for Enhancing Postsecondary Options among Youths with Disabilities (CFDA 84.023G)" (Patricia A. Gonzalez); "A Descriptive Analysis of Competition 84.078C: Postsecondary Education Programs for Handicapped Persons--Demonstration Projects" (John F. Enchelmaier); and "A Descriptive Analysis of Competition 84.078B: Postsecondary Model Programs" (Anna H. Gajar and others). Appendices contain a project evaluation form and the request for proposals prepared for each of the competitions. The monograph concentrates on identifying meaningful and relevant dimensions of effective secondary special education program development, and seeks to provide a blueprint for future direction of model programs. (JDD)

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Descriptive Analysis of Secondary Special Education and Transition Services Model Programs

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Descriptive Analysis of Secondary Special Education and Transition Services Model Programs

(CFDA Nos. 84.158C, 84.128A, 84.023G, 84.078C, and 84.078B)

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INTRODUCTION

Despite significant federal and state efforts, the educational and employment problems of youth with disabilities remain a major dilemma for policymakers, professionals, and others from a broad array of human service fields. In the 1983 Amendments to the Education of the Handicapped Act Amendments of 1973 (EH P.L. 98-199), Congress sought to address directly the major educational and employment transition difficulties encountered by these youth. Section 626 of P.L. 98-199, entitled "Secondary Education and Transitional Services for Handicapped Youth," authorized the Office of Special Education and Rehabilitative Services (OSERS) to spend $6.6 million annually in grants and contracts to strengthen and coordinate education, training, and related services and thereby assist youth in the transition to postsecondary education, competitive employment, or adult services.

Specifically, the major objectives of Section 626 are (a) to stimulate the improvement and development of programs for secondary special education and (b) to strengthen and coordinate education, training, and related services to assist in the transition process to postsecondary education, vocational training, competitive employment, continuing education, or adult services. To address these objectives, OSERS announced several grant programs in fiscal years 1984 and 1985, including Service Demonstration Models (84.158A), Cooperative Models for Planning and Developing Transitional Services (84.158B and 84.158C), and Demonstrations in Post-Secondary Education (84.078B and 84.078C). Special Education Programs awarded 16 grants under the Service Demonstration Models, 37 grants under the Cooperative Models for Planning and Developing Transitional Services, and 43 Demonstrations in Postsecondary Education.

In addition to the model demonstration grants awarded under Section 626, Special Education Programs awarded 12 Youth Employment Projects (84.023D) and 15 Postsecondary Projects (84.023G) under the Handicapped Children's Model Program (authorized under Section 641-642 of EHA). Also in fiscal year 1984, Rehabilitation Services Administration awarded five grants for "Transition from School or Institution to Work Projects" (84.128A) under the Special Projects and Demonstrations for Disabled Individuals program (authorized by Section 311 of P.L. 93-112). All these model demonstration projects were funded for two or three years; a few projects were funded for a 12-month period.

This monograph provides a descriptive analysis of five grant programs funded by OSERS in 1984 to address transition and postsecondary services for youth with disabilities. Grant programs included (a) Cooperative Models for Planning and Developing Transitional Services (84.158C), (b) Special Projects and Demonstrations for Providing Vocational Rehabilitation Services to Severely Disabled Individuals, Priority Three: "Transition from School or Institution to Work" (84.128A), and (c) Handicapped Children's Model Demonstration Projects, Postsecondary Projects (84.023G), (d) Postsecondary Education Programs for Handicapped Persons - Demonstration Projects (84.078C), and (e) Demonstration Projects for Mildly Mentally Retarded and Learning Disabled (84.078B).

Several policy-related statements concerning transition and postsecondary services provided by model programs may be drawn on the results of the analyses conducted. However, it may be premature to formulate policy based upon the small number of grant programs analyzed (N=4). Instead, this monograph focuses upon methodological concerns associated with identifying factors that relate to success at multiple levels for youth with disabilities, including the individual and small group, as well as larger administrative units (i.e., the community). Most importantly, rather than assuming a priori the factors that relate to successful employment and educational outcomes for secondary students with disabilities, this monograph will concentrate on identifying meaningful and relevant dimensions of effective secondary program development. Specifically, the monograph provides a blueprint for future direction of model programs by identifying the types of questions that may meaningfully guide the development of contemporary secondary special education.

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An Analysis of OSERS'-Sponsored Secondary Special Education and Transitional Services Research[1]

Frank R. Rusch

Paula D. Kohler

and

Carolyn Hughes

Running Head: SECONDARY SPECIAL EDUCATION

Abstract

The purpose of this investigation was to aggregate the findings from five OSERS'-funded competitions dealing with transition from school to work or postsecondary education. Data from 42 employment-focused and 22 education-focused projects were included. Areas of analysis included the degree to which projects aligned themselves with OSERS' stated purposes; the relationship between project purposes, activities, and outcomes; and the barriers most frequently cited. An analytic model was applied to examine process and outcome variables within and across competitions at multiple levels of influence in the "community." Results indicated that (a) project emphases have been directed at one or two specific levels of influence; (b) of the 64 total projects, 53 cited at least one OSERS-stated purpose; (c) employment-related projects generally have focused on providing community-based vocational training and employment services, delivered through cooperative arrangements; (d) education-related projects have focused on postsecondary support services and programs, delivered cooperatively; and (e) the most frequently cited barriers to program effectiveness were parent or family resistance, personnel issues, and lack of collaboration.

An Analysis of OSERS'-Sponsored
Secondary Special Education and Transitional Services Research

Any examination of the explanations offered for the poor post-school adjustment of youths with disabilities reveals a number of economic, educational, vocational, societal, and personal variables. Emerging theories emphasize the inadequacies of the schools and the personal and social skills deficits of these youths as the reasons for their poor adjustment. Until recently, however, no systematic attempt has been made to understand why many youths with disabilities fail to adjust successfully in adult life and to participate fully in American society.

A federal initiative to facilitate the transition of youths with disabilities to employment was launched when Congress passed the 1983 amendments to the Education of the Handicapped Act of 1975. On December 2, 1983 the Education of the Handicapped Act Amendments of 1983 was enacted as P.L. 98-199. This law signaled a shift in special education policy toward providing post-public educational services; specifically, services that would enhance the transition from school to work or postsecondary education for youths with disabilities (Snauwaert, in press). This shift in focus was most apparent in the amendments authorizing the use of discretionary monies under Part C, whereby Congress authorized over 5 million dollars annually for fiscal years 1984 through 1986 to carry out the provisions of Section 625, "Postsecondary Education Programs," and over 6 million dollars annually for grants under Section 626, "Secondary Education and Transitional Services for Handicapped Youth."

Most of the discretionary monies was used to fund over 100 model projects between 1984 and 1990. In general, these projects were to develop innovative service systems that would enhance the attainment of postsecondary outcomes, such as independent living, postsecondary education or training, and competitive employment among graduates of secondary special education. As models, these projects also were expected to demonstrate the effectiveness of their program components and to conduct dissemination activities that would allow for replication. Thus, through these projects, the U.S. Office of Special Education and Rehabilitative Services (OSERS) attempted to identify quality indicators and outcomes indicative of effective transition programs.

This investigation aggregated the findings from five competitions focusing upon transition to work or postsecondary education in an effort to identify these quality indicators and outcomes. Areas of analysis included the following: (a) examining project variables across competitions based on the conceptual framework introduced by Rusch and Phelps (1987); (b) determining the degree to which projects aligned themselves with OSERS'-stated purposes as outlined in competition announcements; and (c) examining relationships between project purposes, activities, and outcomes, including identification of those barriers most frequently cited by model projects.

Rusch and Phelps (1987) posited that multiple systems of influence operate within the context of a "community," including (a) the student and family, who are often the focus of the proposed intervention; (b) the model program, which is most often established as a service entity and typically is responsible for implementing the intervention; (c) the agencies that collaborate with the model program to form an organizational structure in which all communication and services are coordinated; and (d) the community, which includes the myriad generic services we often take for granted as defining our communities (e.g., transportation, medical services, recreational programs).

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Insert Table 1 about here

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The conceptual levels are depicted in Table 1. Introduction of the conceptual framework described by Rusch and Phelps (1987) into the analysis of transition competitions results in a multisystem perspective, which facilitates the examination of project purposes, activities, outcomes, and barriers. Such an approach addresses category variables within and across levels, thereby recognizing the importance and interrelatedness of each system.

One recognized shortcoming of transition-related research has been the lack of evidence linking various student experiences or processes with particular outcomes. Utilization of a multisystem approach offers one initial framework with which to examine variables within these categories. If, as Rusch and Phelps (1987) contended, such systems interact to affect student development and outcomes, a better understanding of program variables should result.

Method

OSERS Competitions

P.L. 98-199 authorized the Office of Special Education Programs (OSEP) to request proposals in three areas: (a) Service Demonstration Models (84.158A), (b) Cooperative Models for Planning and Developing Transitional Services (84.158B and 84.158C), and (c) Demonstrations in Postsecondary Education (84.078B and 84.078C). In addition, OSEP funded model projects under two competitions related to secondary transition services, Youth Employment Projects (84.023D) and Postsecondary Projects (84.023G). Finally, the Rehabilitation Services Administration awarded five grants for Transition from School or Institution to Work Projects (84.128A) under funds authorized by Section 311 of P.L. 93-112.

In this investigation, five competitions funded by OSERS were studied. Individual competitions focused on (a) effective techniques and methods for helping youths with disabilities make the transition from public schools to postsecondary education or employment (84.158C); (b) the continuing educational needs of students with mild disabilities (84.078B); (c) postsecondary education programs (84.078C); (d) transition from school or institution to work (84.128A); and (e) providing individuals with disabilities the skills they need for productive work (84.012G). Outlined in Table 2, these competitions are more fully described below.

Cooperative Models for Planning and Developing Transitional Services (CFDA 84.158C). The purpose of this competition was to support projects to plan and develop cooperative models among state and local education agencies and adult service agencies designed to meet the service needs of students as they departed from school. Specifically, funded projects were to develop (a) formal working agreements between state and local educational and service agencies that would result in youth entering competitive or supported employment, (b) unique methods of ensuring placement and continuing education and training programs, (c) multiple support-systems education, and (d) cooperative programs with Projects with Industry.

Demonstration Projects for Mildly Mentally Retarded and Learning Disabled (CFDA 84.078b). Primarily, this competition was established to stimulate institutions of higher education to compete in developing more continuing education programs for persons with disabilities. Therefore, funded projects were to develop, operate, and disseminate postsecondary, vocational, technical, continuing, or adult education model programs.

Postsecondary Education Programs for Handicapped Persons - Demonstration Projects (CFDA 84.078C). Projects in this competition were intended to facilitate the development, operation, and dissemination of specially designed programs involving postsecondary, vocational, technical, continuing, or adult education of individuals with disabilities. Priority was placed on integrating the education of students with disabilities with their nonhandicapped peers. Model program outcomes included both continuing education and employment.

Special Projects and Demonstrations for Providing Vocational Rehabilitation Services to Severely Disabled Individuals (CFDA 84.128A) (Priority Three), "Transition from School or Institution to Work." The primary purpose of this competition was to establish comprehensive rehabilitation programs in an effort to improve rehabilitation services for persons with severe disabilities. The competition sought to fund projects that proposed to develop the optimal vocational outcome. Interagency cooperation was expected to include appropriate community agencies.

Handicapped Children's Model Demonstration Project: Postsecondary Projects (CFDA 84.012G). This competition supported new programs that served persons who were not ready for competitive employment, but needed additional community-based training and related services. Specifically, a primary focus was on establishing programs that demonstrated the effectiveness of newly conceived educational models, which were to be replicated in part or in their entirety in other communities.

Table 2 displays each competition area, the number of grants awarded (expired), and the percent of final reports received. Also, the funding periods and intent of each competition are listed.

Insert Table 2 about here

Procedure

Routinely, analyses of transition-related competitions are conducted by Transition Institute staff at the University of Illinois. Data from these analyses are subsequently entered into a dBase file and organized according to demographics, project purposes, project activities, project outcomes, and barriers. Demographics are those variables used to describe the model projects, including information descriptive of the target population and the primary grantee. Project purposes, in turn, include both those purposes specified by OSERS for the grant competition and those cited by project directors in their proposals. Project activities refer to activities suggested by OSERS in the request for proposals (RFP) for a particular competition. In addition, activities cited by project directors in their proposals are also included. Project outcomes include those specified by the OSERS' Request for Applications as standard expectations, as well as outcomes achieved by individual projects.

Finally, barriers include factors cited by project directors as reasons for failure to achieve program goals.

The data on 64 model projects contained in the dBase files from these analyses were aggregated. However, because projects focusing on employment outcomes utilized different process variables and achieved different outcomes than projects focusing on postsecondary education services, projects and competitions were separated into two groups based on their primary focus (a) employment (84.158C, 84.128A, 84.023G, and 84.078C; total number of projects = 42) or (b) postsecondary education (158C, 84.078B, and 84.078C; total projects = 22). After this categorization, the most frequently cited variables were identified within each competition, by level. Table 3 presents an overview of the procedures involved in the analysis, including associated reliability procedures for each step.

Insert Table 3 about here

Results

Demographics

Almost one third of all model projects across the five competitions were located in the Northeast (N = 21), followed by the Midwest and Southeast (N = 15 and 10, respectively) (see Table 4). One half of the primary grantees were universities (N = 32), followed by private not-for-profit agencies (N = 15) and local education agencies (N = 6). Over two-thirds of the model projects were funded within the $50,000 to $100,000 range annually. Finally, 37% of the projects were funded for two years; 52% for a three-year period.

Insert Table 4 about here

Over 90% of all projects reported working with cooperating agencies except those under competition 84.078B, in which the primary grantees were almost entirely comprised of institutions of higher education. Cooperating agencies were vocational rehabilitation and local education agencies. Within each competition, projects reported serving more than one type of disability, the majority serving persons with learning disabilities and mental retardation. With the exception of one project under competition 84.128A, which served only children age 13 years and under, most projects served a range of ages; the majority of individuals were between 16 and 25 years, however, 29 projects reported serving individuals over the age of 25.

Conceptual Framework

This investigation sought to apply a systems-level conceptual framework to examine project variables across competitions. By allowing for organization of the large number of variables examined, the framework was particularly useful in both the analysis of congruence between OSERS'-stated purposes and purposes cited by individual projects and identification of the most frequently cited variables in all categories. For example, when data from all competitions were originally aggregated, 88 activities emerged. Classifying these activities into the conceptual levels where they had an impact made it easier to identify common variables within and across competitions. Further, assigning variables to levels also facilitated identification of the most frequently cited variables per category and aided the analysis of the relationships between most frequently cited variables across the categories (purposes, activities, outcomes, and barriers).

Congruence Between OSERS'-Stated Purposes and Individual Project Purposes

During the original competition analyses, Institute researchers observed that purposes other than those included in the OSERS' request for applications were cited by projects. Hence one area of focus in the current investigation with respect to purposes was the determination of congruence between purposes cited by projects and those stated by OSERS. Analysis of the data revealed that of the 64 projects, 53 cited at least one OSERS'-stated purpose. Most of these purposes, as well as additional purposes cited, were at the Student and/or Family, Program, and Organizational levels. Only one competition, 84.078B, cited an OSERS'-stated purpose at the Community level. Further, twice as many additional purposes were cited by projects than originally stated by OSERS, suggesting that projects envisioned additional purposes as necessary for model program implementation. Across all levels, 22 OSERS' purposes (8 at Student and/or Family, 6 at Program, 7 at Organization, 1 at Community) were cited. An additional 44 purposes (13 at Student and/or Family, 13 at Program, 12 at Organization, 6 at Community) were cited by individual projects. Table 5 outlines the OSERS'-stated purposes as well as the additional purposes cited by employment and education-focused projects, respectively.

Although some congruence was found between project-cited and OSERS'-stated purposes, many other purposes were articulated. The five competitions analyzed were among the first of the OSERS'-funded transition competitions. Arguably, model program developers may have envisioned a wider variety of purposes needed to accomplish the primary purpose stated by OSERS, which may have been a "minimal expectation." Finally, it is possible that in the early days of transition funding and project development, neither OSERS nor the model projects had clear visions of what could be achieved during the funding period.

Insert Table 5 about here

Most Frequently Cited Variables and Relationships Between Variables

Employment projects. Table 6 summarizes the most frequently cited variables within each category and by level for the 42 employment-focused projects. Examination of the data by level reveals process relationships between categories within levels. For instance, at the Student and/or Family Level, "To improve vocational training" was most frequently cited as a project purpose (30 projects). Correspondingly, the "provision of work skills training" as an activity was cited by 24 projects. Next, "employment of individuals" was cited as an outcome achieved (24 projects). Finally, "parent or family resistance" was cited by 8 projects as a barrier to achieving project implementation or anticipated outcomes. Overall, for this group of projects, there appears to be a relationship between purposes, activities, outcomes, and barriers at the student and/or family level. In short, model programs sought to improve vocational training by providing skill training, resulting in employment, which, in some cases, was resisted by parents.

Although there appeared to be a connection between categories, the relationships between category variables at the Program and Organizational levels were not as obvious as at the Student and/or Family level. For example, at the Program level, "implement programs or materials and evaluate effectiveness" was cited as an activity by 42 projects, whereas the "establishment of employment training programs or services" was cited as an outcome by 17 of the projects. At the Organizational level, "dissemination of information" was cited as both an activity and an outcome by 29 and 31 projects, respectively.

Insert Table 6 about here

Table 7 displays the variables that were grouped together to form the most frequently reported variable in Table 6. For example, "Improve vocational training" in Table 6 (most frequently cited purpose at the Student and/or Family Level) included such variables as "vocational adjustment of persons with severe disabilities," "community-based employment training and services," "improve work opportunity," "provide work experience," and "provide vocational education or training." After inspecting variables within each category, those that were similar were grouped to facilitate the examination of project purposes, activities, and outcomes. Barriers were not grouped however; the summary variable for barriers listed in Table 6 also represents the variable most frequently cited by projects.

Insert table 7 about here

Education projects. The purposes, activities, outcomes, and barriers most frequently cited by the 22 education projects are reported by level in Table 8. As with the employment-focused projects, a relationship seemed to exist between variables across categories at a specific level. For example, at the Organizational level, summary variables for each category included "develop and implement cooperative models," "interagency collaboration or referral," "dissemination of information," and "lack of collaboration."

Insert Table 8 about here

Table 9 outlines the variables that were grouped together to form the most frequently reported variables in Table 8. Outcomes and barriers are not represented in Table 9, as those variables listed as the summary variable appear as cited by projects.

Insert Table 9 about here

Discussion

The examination of variables in this investigation leads to several conclusions about the foci of the initial OSERS'-funded transition projects. First, project emphases have centered around the Student and/or Family, Program, and Organizational levels, with little activity directed at the Community level by either employment or education-focused projects. Yet, this level is recognized as an area where change must occur in order to facilitate lasting improvements in the postsecondary status of youths with disabilities (Hanley-Maxwell, Rusch, & Rappaport, 1989; Rusch, DeStefano, Chadsey-Rusch, Phelps, & Szymanski, 1992; Rusch & Mithaug, 1985). In both education- and employment-focused projects, no outcomes were reported at the community level, although some activities had been conducted. At the community level, transportation barriers appeared to impede the attainment of project goals or implementation (n=12).

Also, many of the model programs focused only on one or two specific levels. An ecological perspective suggests that the multiple levels of influence interact and together impact outcomes (Bronfenbrenner, 1977; Rusch & Mithaug, 1985). In discussing such a perspective, Hanley-Maxwell et al. (1989) contended that the multi-level approach to understanding human development is necessary. This perspective recognizes an interdependent, complex relationship between various systems and levels of systems that affect the individual (Bronfenbrenner, 1977; Rusch & Mithaug, 1985). It would, therefore, seem prudent to address issues within and across conceptual levels when developing model programs. At the Community level, for example, issues such as the availability of transportation, access to generic services, and media and community views concerning persons with disabilities might either inhibit or facilitate positive outcomes sought by youths with disabilities. An expanded analytical model would address community issues such as industrial climate, labor-market trends, and cultural, religious, and institutional patterns. For example, Hanley-Maxwell et al. (1989) suggested class advocacy and grassroots political action as means to affect institutional change at the community level.

The application of a systems-level approach facilitated an organized examination of a large amount of data, which provided a framework for assessing model programs' purposes, activities, outcomes, and barriers. Additional research, based upon many more cases, should be undertaken to corroborate the findings of the present investigation. Further, efforts should be made to quantify these variables, to allow for comparisons of model program results.

Identification of the most frequently-cited category variables, by level, revealed the emphasis of the initial OSERS'-funded transition projects. As mentioned, for the employment-focused projects, this emphasis was often directed at community-based, vocational training and employment services, delivered through cooperative arrangements. For the education projects, in turn, the focus was on postsecondary support services also delivered cooperatively.

Interestingly, barriers to attainment of project goals have centered around the various people involved, with the exception of the students themselves. This finding is particularly important since results of recent research suggest that employment failure is attributed to student ability (Heal, Copher, DeStefano, & Rusch, 1989). In contrast, for the employment-focused projects at the Student and/or Family level, parent or family resistance was seen as the primary barrier to goal attainment. In both education and employment-focused projects, personnel issues and a lack of collaboration were the main barriers to program effectiveness at the Program and Organization levels. In terms of personnel preparation, individuals involved with transition appeared to have very different conceptions about providing services which interacted negatively with overall interagency collaboration.

General Discussion

Several implications may be drawn with regard to policy. First, attention may need to be directed at Community-level factors, while continuing the emphasis on facilitating changes at the other conceptual levels (i.e., Student and/or Family, Program, and Organizational). Such attention may take the form of funding priorities for establishing research programs or model projects to determine effective strategies for implementing change and removing or circumventing barriers at the Community level. Second, researchers and model project developers should be encouraged to address transition issues at all levels of influence when designing either education or employment programs for youths with disabilities. Third, persons involved in transition planning and program development should be stimulated to utilize the multilevel-system approach. By utilizing this system as a framework for planning and evaluation, researchers, policymakers and project directors may be more able to (a) design and implement programs that address transition issues across levels; (b) design, implement, and evaluate strategies across and within levels, particularly where deficits exist; and (c) develop working partnerships across levels that facilitate cooperation in program implementation.

Our examination of category variables illustrated a major problem in finding conclusive evidence of program effectiveness. Confusion between activities and outcomes across projects is a primary example, leading to the conclusion that some framework for preparing final reports is needed. Such a framework should set forth clear definitions and examples of activities and measurable outcomes. In addition, employment should be defined so that integrated, competitive employment is seen as distinctly different from segregated, sheltered employment. Only through uniform reporting categories and consistent usage of outcome measures will we be able to effectively evaluate project efficiency and effectiveness in terms of impact on the postsecondary status of youths with disabilities.

Findings from this investigation illustrate the application of the multilevel conceptual framework and indicate its relevance for future program development and service delivery. The analytic model highlighted the foci of recent model programs, by level, while implying potential future directions for both policy and program development. Identification of common variables by level revealed relationships between various process variables and outcome variables, while emphasizing the need for uniform reporting of these variables.

Footnote

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Table 1

Conceptual Framework of Analysis: Multiple Systems of Influence Within a Community

Level	Description
Student and/or Family	The focus or targeted population of the proposed intervention.
Program	The service entity typically responsible for implementing the intervention.
Organization	The structure created by the agencies cooperating with the model program, through which all communication and services are coordinated.
Community	The myriad generic services that serve to define the context of the community.

Table 2

Summary of Competition Analyses: Selected OSERS Model Demonstration Project Competitions in Transition

Type of Project	Competition	Funded Grants (N)	% Final Reports Received	Expiration Dates	Intent of Project
Research in Education of the Handicapped: Handicapped Children's Model Demonstration Projects/Postsecondary Projects	84.023G	15 Expired	87% (N=13)	1987	To support new model demonstration projects that link transitioning individuals to community-based training programs and services.
Postsecondary Education Programs for Handicapped Persons: Demonstration Projects for Mildly Mentally Retarded and Learning Disabled	84.078B	15 Expired	(N=15)	1985	To stimulate higher education (postsecondary, vocational, technical, continuing, or adult education) opportunities for persons with mild disabilities.
Postsecondary Demonstration Projects	84.078C	47 Expired	(N=14)	1988 1989	To focus on special adaptations of postsecondary services.
Special Projects and Demonstrations for Providing Vocational Rehabilitation Services to Severely Disabled Individuals	84.128A	5 Expired	(N=4)	1987	To establish demonstration projects for providing comprehensive programs in vocational rehabilitation services for persons with severe disabilities.
Secondary Education and Transitional Services for Handicapped Youth: Models for Planning and Implementation of Transitional Services	84.158C	39 Expired	(N=16)	1987 1989 1990	To support projects designed to plan and develop cooperative models for activities among SEAs or LEAs and adult service agencies.

Table 3

Meta-Evaluation Process for Analyzing Five OSERS Competitions

Procedure	Conducted By	Reliability Process
Competition analyses conducted. Project reports analyzed within competition. Project variables organized by category: demographics, purposes, activities, outcomes, barriers.	Institute researchers: staff and doctoral students	Accuracy of each analysis was computed by utilizing standard category-by-category agreement procedures.
Data from competition analyses entered into dBase file, organized by category. Printed output produced for each competition, by category.	Institute staff: Graduate research assistants (GRAs) experienced in data-based management, data manager	Accuracy of data input was assessed as follows: (a) each GRA checked his or her own work, (b) GRAs checked each other's work, and (c) the data manager checked the work of each GRA for congruence between data submitted and data entered. When output was produced for a competition analysis, the analysis researcher verified the accuracy of the data. Any discrepancies were addressed, with reference to original document if necessary, to reach 100% agreement.
Data from 5 competition analyses aggregated and variables assigned to conceptual levels (student and/or family, program, organization, community) by category (purposes, activities, outcomes, barriers). Aggregated demographic data produced; printed output generated for all categories.	Institute researchers and staff: Doctoral student conducting meta-evaluation (author), data manager	Inclusion of all variables from competition analyses to aggregated data was cross-referenced by the meta-evaluation researcher and a doctoral student. Variables were assigned to levels independently by two additional institute researchers. Any discrepancy between these researchers and the meta-evaluation researcher was addressed to reach 100% agreement.
Project outcomes identified as having employment or education focus. Employment projects/competitions grouped together; education projects/competitions grouped together.	Institute researchers: Meta-evaluation researcher, doctoral student	Assignment of projects to the employment or education group was checked for 100% agreement.
Most frequent variables cited by projects identified within competitions, by level, by category. Data aggregated for all competitions.	Meta-evaluation researcher	Identification of variables was checked by Institute Director for 100% agreement
Most frequent variables cited by projects identified across all competitions by level, by category. Summary tables produced.	Meta-evaluation researcher	Identification of summary variables was checked by Institute director for 100% agreement.

Table 4

Demographic Characteristics of Secondary and Transitional Services Competitions

	EMPLOYMENT					EDUCATION				
	84.158C n = 13	84.128A n = 4	84.023G n = 15	84.078C n= 10	Employment Subtotal n=42	84.158C n=3	84.078B n= 15	84.078C n=4	Education Subtotal n=22	TOTAL N= 64
Region										
Northeast	0	1	8	4	13	1	6	1	8	21
Southeast	4	1	0	1	6	2	2	0	4	10
Midwest	3	0	3	4	10	0	3	2	5	15
Northwest	1	0	2	0	3	0	3	0	3	6
Southwest	2	1	1	0	4	0	0	0	0	4
West	1	1	0	1	3	0	1	1	2	5
South	2	0	1	0	3	0	0	0	0	3
Primary Grantee										
Local Education Agency	4	0	1	0	5	0	1	0	1	6
University	2	1	9	6	18	0	10	4	14	32
State Education Agency	1	0	1	0	2	1	1	0	2	4
Private Not-for-Profit	5	1	2	3	11	1	3	0	4	15
Vocational Rehabilitation	0	2	2	0	4	1	0	0	1	5
Other	2	0	0	1	3	0	0	0	0	3
Annual Funding Level										
0-50,000	0	0	0	2	2	0	0	0	0	2
50,000-100,000	13	4	9	7	33	3	9	2	14	47
100,000-150,000	0	0	6	1	7	0	0	2	2	9
150,000-200,000	0	0	0	0	0	0	2	0	2	2
200,000+	0	0	0	0	0	0	4	0	4	4
Project Duration (in months)										
12	1	0	0	4	5	0	2	0	2	7
24	12	0	0	2	14	3	5	2	10	24
36	0	4	15	4	23	0	8	2	10	33
Cooperating Agencies										
Local Education Agency	9	4	10	5	28	3	-	3	6	34
State Education Agency	4	-	3	1	8	1	-	-	1	9
Vocational Rehabilitation	9	4	11	4	28	3	-	2	5	33
Mental Health	4	-	4	-	8	-	-	-	-	8
Business	2	4	6	6	18	-	-	1	1	19
Community College	5	1	3	5	14	1	-	-	1	15
Other	10	2	9	7	28	-	-	3	3	31
Population Served										
Mental Retardation	9	4	10	5	28	-	6	-	6	34
Learning Disabilities	4	3	11	8	26	1	12	4	17	43
Mental Illness/Emotional Disorders	2	1	4	7	14	-	-	-	-	14
Physical Handicaps	2	1	2	6	11	1	-	1	2	13
Sensory Impairments	1	1	2	3	7	1	-	1	2	9
Traumatic Brain Injury	1	-	-	3	4	-	-	1	1	5
Behavior Disorders	1	-	2	3	6	-	-	-	-	6
Other	3	2	4	7	16	-	1	1	2	18
Not Applicable	1	-	-	-	1	-	-	-	-	1
Age Range Served (in years)										
13 or less	-	1	-	-	1	-	-	-	-	1
14-16	1	2	3	-	6	2	2	-	4	10
16-18	7	3	11	-	21	3	5	1	9	30
18-21	12	3	15	8	38	2	12	3	17	55
21-25	3	1	8	8	20	1	13	3	17	37
25+	1	1	2	9	13	-	13	3	16	29

Table 5

Project Purposes of Secondary and Transitional Services Competitions

	EMPLOYMENT					EDUCATION				
	84.158C n = 13	84.128A n = 4	84.023G n = 15	84.078C n = 10	Employment Subtotal n=42	84.158C n = 3	84.078B n = 15	84.078C n = 4	Education Subtotal n = 2	TOTAL N = 64
PURPOSES STATED IN OSERS RFP AND CITED BY PROJECTS										
Student and/or Family Level										
Educational Needs Assessment	-	-	-	-	-	1	-	-	1	1
Occupational Needs Assessment	3	-	-	-	3	-	-	-	-	3
Community-Based Employment Training and Services	-	-	7	-	7	-	-	-	-	7
Target Population-Includes Severe Disabilities	-	4	-	-	4	-	-	-	-	4
Target Population Priority-Severe Disabilities	-	2	-	-	2	-	-	-	-	2
Vocational Adjustment - Severe Disabilities	-	4	-	-	4	-	-	-	-	4
Education with Nonhandicapped Peers	-	-	-	5	5	-	-	-	-	8
Improved Work Opportunity	-	-	-	10	10	-	-	-	-	14
Program Level										
Techniques/Methods	2	-	-	-	2	1	-	-	1	3
Postsecondary Model Development	-	-	-	-	-	-	15	-	15	15
Evaluation of Program Effectiveness	-	-	-	-	-	-	12	-	12	12
Demonstration of Effectiveness of Community-Based Model	-	-	5	-	5	-	-	-	-	5
Establishment of Demonstration Projects	-	4	-	-	4	-	-	2	2	14
Proposed Continuation of Project	-	-	-	10	10	-	-	4	4	14
Organizational Level										
Cooperative Model Development and Implementation	9	-	-	-	9	3	-	-	3	12
Developing Interagency Agreement	1	-	-	-	1	-	-	-	-	1
Coordination of Resource Sharing	2	-	-	-	2	-	-	-	-	2
Interagency Needs Assessment	1	-	-	-	1	-	-	-	-	1
Complementing Secondary Programming	-	-	1	-	1	-	-	-	-	1
Expanding/Improving Rehabilitation Services	-	4	-	-	4	-	-	-	-	4
Disseminating Model Project-Information	- -	-	-	10	10	-	-	4	4	14
Community Level										
Conduct Outreach Activities	-	-	-	-	-	-	1	-	1	1
ADDITIONAL PURPOSES CITED BY PROJECTS										
Student and/or Family Level										
Educational Needs Assessment	-	1	-	-	1	-	-	-	-	1
Occupational Needs Assessment	-	1	-	1	2	-	-	-	-	2
Provision of Work Experience	7	-	-	-	7	1	-	-	1	2
Vocational Education/Training	4	-	2	-	6	1	-	-	1	7
Transition to Postsecondary	-	-	-	-	-	-	5	-	5	5
Transition to Community	-	-	-	-	-	-	4	-	4	4
Transition within Community College	-	-	-	-	-	-	3	-	3	3

Table 5 (continued)

	EMPLOYMENT					EDUCATION				
	84.158C n = 13	84.128A n = 4	84.023G n = 15	84.078C n = 10	Employment Subtotal n = 42	84.158C n = 3	84.078B n = 15	84.078C n = 4	Education Subtotal n = 22	TOTAL N = 64
Student and/or Family Level (continued)										
Transition within University	-	-	-	-	-	-	2	-	2	2
Basic Skills Training	-	-	-	1	1	-	-	-	-	1
Outreach Activities	-	-	-	1	1	-	-	-	-	1
Employment Upgrading	-	-	-	1	1	-	-	-	-	1
Affective Skills Training	-	-	-	1	1	-	-	-	-	1
Program Level										
Techniques/Methods/ Instructional Strategies	-	-	1	-	1	-	-	4	4	5
Adaptive Equipment	-	-	-	-	9	1	-	-	1	1
Transition Planning/Services	-	4	-	3	7	1	-	1	2	11
Community-Based Employment Training and Services	-	-	2	4	6	-	-	-	-	7
Job Placement/Follow-Up	-	3	-	1	4	-	-	-	-	6
Job Development/Analysis	-	3	-	1	4	-	-	-	-	4
Development/Implementation of ITPs	-	2	-	-	2	-	-	-	-	2
Assessment of Project Effect on Dropout Rate	-	1	-	-	1	-	-	-	-	1
Preservice Training	-	2	-	-	2	-	-	-	-	2
Support Services to Assist Students in Completing Postsecondary Formal Qualification	-	-	-	-	-	-	-	2	2	2
Program Evaluation	-	-	-	1	1	-	-	2	2	3
Career Planning	-	-	-	3	3	-	-	-	-	3
Assessment of Effectiveness of Community-Based Design	-	-	-	1	1	-	-	-	-	1
Organizational Level										
Cooperative Model Development and Implementation	-	-	4	-	4	-	-	-	-	4
Developing Interagency Agreement	-	3	-	-	3	-	-	-	-	3
Interagency Needs Assessment	-	1	-	-	1	-	-	-	-	1
Collaborative Arrangements/ Service Delivery	-	4	-	1	5	-	4	-	4	9
Job Clearinghouse	-	-	1	-	1	-	-	-	-	1
Inservice Training	-	4	-	2	6	-	-	1	1	7
Establishing Advisory Board/ Task Force	-	4	-	-	4	-	-	-	-	4
Establishing Information Network	-	1	-	2	3	-	-	1	1	4
Dissemination	-	4	3	-	7	-	-	-	-	7
Developing a Consortium	-	-	-	1	1	-	-	-	-	1
Establishing Model Job Clubs	-	-	-	1	1	-	-	-	-	1
Establishing Interagency Center	-	-	-	1	1	-	-	1	1	2
Community Level										
Enhancing Public Awareness/ Policy	-	-	2	-	2	-	-	-	-	2
Expanding Employment Opportunities	-	-	1	-	1	-	-	-	-	1
Parent Advocacy Training	-	-	-	1	1	-	-	-	-	1
Enhancing Employer Awareness	-	-	-	1	1	-	-	-	-	1
Increasing Number of Postsecondary LD Students	-	-	-	-	-	-	-	1	1	1
Reducing Dropout Rate	-	-	-	-	-	-	-	1	1	1

Table 6

Summary Table of Most Frequently Cited Purposes, Activities, Outcomes, Barriers--Employment-Focused Competitions: 84.158C, 84.128A, 84.023C, 84.078C (N=42 Projects)

Conceptual Level	Purposes	Activities	Outcomes	Barriers
Student and/or Family	Improve Vocational Training (30)	Provide Work Skills Training (24)	Employ Individuals (24)	Parent and/or Family Resistance (8)
Program	Establish Community-Based Model Programs (9)	Implement Programs or Materials and Evaluate Effectiveness (42)	Establish Employment Training Programs or Services (17)	Personnel Issues (10)
Organization	Develop Cooperative Delivery Systems (19) Disseminate Information (14)	Enhance Interagency Collaboration or Cooperation (21) Disseminate Information (29)	Establish Cooperative Delivery Systems (18) Disseminate Information (31)	Lack of Collaboration or Cooperation (10)
Community	None Cited (40) Enhance Public Awareness or Policy (2)	None Cited (28) Conduct Public Relations Activities or Training (10)	None Cited (42)	Transportation (12)

Table 7

Breakdown of Summary Variables for Employment Projects (N=42)

	Purposes		Activities		Outcomes	
Conceptual Level	Summary variable (frequency)	Variables as cited by model projects included in summary variable	Summary variable (frequency)	Variables as cited by model projects included in summary variable	Summary variable (frequency)	Variables as cited by model projects included in summary variable
Student and/or Family	Improve vocational training (30)	-Enhance vocational adjustment of persons with severe disabilities -Establish community-based employment training services -Improve work opportunity -Provide work experience -Provide vocational education or training	Provide work skills training (24)	-Vocational and/or employability skills training -Work experience and/or job site training	Employ individuals (24)	-Transition of individuals to work -Transition from LEA to occupation
Program	Establish community-based model programs (9)	-Establish community-based employment training and services -Demonstrate effectiveness of community-based model	Implement programs or materials & evaluate effectiveness (42)	-Program evaluation and/or implementation -Development of materials or products -Utilization of effective strategies	Establish employment training programs or services (17)	-Job development and/or analysis -Established employment training
Organization	Develop cooperative delivery systems (19)	-Develop and implement cooperative model -Establish collaborative arrangements and/or service delivery -Establish information network	Establish interagency collaboration or cooperation (21)	-Interagency collaboration -Coordination of activities with other community agencies	Establish cooperative delivery systems (18)	-Formation of task force -Development of local interagency agreements -Interface between education and community services
	Disseminate information (14)	-Disseminate model project information	Disseminate information (29)	-Dissemination	Disseminate information (31)	-Dissemination -Dissemination presentations
Community	None cited (40)	-None cited	None cited (28)	-None cited	None cited (42)	-None cited
	Enhance public awareness or policy (2)	-Enhance public awareness or policy	Conduct public relations activities or training (10)	-Public relations or employee outreach -General public training		

Note. Barriers are not included since variables listed as the summary variables appear as cited by projects (no variables were grouped).

Table 8

Summary Table of Most Frequently Cited Purposes, Activities, Outcomes, Barriers--Education-Focused Competitions: 84.158C, 84.078B, 84.078C (N=22 Projects)

Conceptual Level	Purposes	Activities	Outcomes	Barriers
Student and/or Family	Improve Work Opportunities (9)	Establish Postsecondary Support Services and/or Orientation (17)	Summative Evaluation and/or Assessment (7)	None Cited (22)
Program	Develop Postsecondary Model (15)	Implement Programs or Materials and Evaluate Effectiveness (20)	Development of Materials and/or Research (7)	Personnel Issues (9)
Organization	Develop and Implement Cooperative Models (7)	Establish Interagency Collaboration or Referral (13)	Dissemination of Information (13)	Lack of Collaboration (2)
Community	None Cited (19)	None Cited (9) Enhance Public Relations and/or Employee Outreach (13)	None Cited (22)	None Cited (20)

Table 9

Breakdown of Summary Variables for Education Projects (N=22)

	Purposes		Activities	
Conceptual level	Summary variable (frequency)	Variables as cited by model projects included in summary variable	Summary variable (frequency)	Variables as cited by model projects included in summary variable
Student and/or family	Improve work opportunities (9)	-Improve work opportunity -Enhance transition to employment	Postsecondary support services and/or orientation (17)	-Postsecondary support services and/or orientation -Academic training -Employability skills training -Assessment -Career exploration
Program	Develop postsecondary model 15)	-Develop postsecondary model	Implement programs or materials & evaluate effectiveness (20) Identify target population (15)	-Program evaluation and/or implementation -Functional curriculum development -Materials and/or products -Identification of target population
Organization	Develop & implement cooperative models (7)	-Develop and implement cooperative model -Establish collaborative arrangements and/or service delivery	Interagency collaboration or referral (13)	-Interagency collaboration -Referral among agencies -Identification and/or expansion of services
Community	None cited (19)	-None cited	Public relations and/or employee outreach (13)	-Public relations and/or employee outreach

Note. Outcomes and barriers are not included since variables listed as summary variables appear as cited by projects (no variables were grouped).

Secondary Special Education and Transition Services: Model Program Overview (CFDA 84.158C)

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Abstract

Transition model programs funded in 1984 under the OSERS grant 84.158C were analyzed. Factors analyzed included program demographics, purposes, activities, outcomes, and barriers to effectiveness. Findings indicated that projects addressed the primary purposes of the competition as stated by OSERS, including cooperative service delivery model development and implementation, interagency collaboration, needs assessment, and transition planning. Program effectiveness varied across the 16 model programs; barriers to effectiveness related primarily to personnel recruitment, funding, and cooperation/collaboration. Recommendations are offered to guide the relationships that form between OSERS and model program personnel, including implementation and reporting considerations.

Secondary Special Education and Transition Services: Model Program Overview (CFDA 84.158C)

In 1984, the Office of Special Education and Rehabilitative Services (OSERS) recognized the need to understand the period between the time when students are expected to learn educationally relevant lessons and when they must adjust to the demands of young adulthood. As a result, Request for Proposals was issued for grant applications to "enhance (our) understanding of the needs of secondary students in the continuing educational and occupational areas." OSERS envisioned model programs that would develop effective techniques and methods to help youth with disabilities make the transition from public schools to postsecondary education or employment. Grantees were charged with the responsibility of developing model programs that would provide a base for an "effective adult life in the community." This competition (closing date for receipt of grant applications was July 6, 1984) was the first to result from prior legislation that had established secondary special education and transitional services as a priority area (cf. Rusch & Phelps, 1987). Approximately $900,000 was expected to be available for support of 13 model programs, funded for as long as two years.

Applicants were expected to plan and develop cooperative models, based upon the extant research, for activities among state or local educational agencies, developmental disabilities councils, and adult service agencies to facilitate effective planning for services to meet the employment needs of students with disabilities exiting from school. Consequently, applications were required to comprise (a) a planning phase addressing the development of a cooperative planning model and (b) an implementation and evaluation phase. Programs were expected to target individuals with disabilities who need but traditionally have been excluded from community-based training programs and services or who have failed to obtain or maintain employment. Suggested program activities included (a) determining the need for postsecondary training and other services, (b) formalizing a relationship between the educational agency and adult service agencies, (c) developing cooperative service delivery models based upon identified needs, (d) implementing services, and (e) developing and utilizing evaluation methods to assess program effectiveness.

This paper describes the demographic characteristics, purposes, activities, outcomes, and barriers to program effectiveness associated with the programs funded under Competition 84.158C to determine the extent to which they addressed OSERS-stated expectations for postsecondary education and employment. Additionally, we considered the possibility that model programs as promised may evolve into entirely different programs once they began actual implementation in a community.

Method

Data Sources

The sources of data for the study included:

1. the original Request for Proposal (RFP) for the competition[1];
2. the original grant application for each funded model program;
3. the information reported by the model program in the Project Characteristics Questionnaire developed by the Transition Institute (Dowling & Hartwell, 1988)[1];
4. the final evaluation report submitted by the model program to OSERS.

Instrumentation

Tables were constructed for each of five categories of analysis: demographics, purposes, activities, outcomes, and barriers to program effectiveness. Table 1 presents demographic information about the model programs, including region of the country, primary grantee, annual funding level, project duration, cooperating agencies, and population and age range served. Tables 2 through 4 list model program purposes, activities, and outcomes specified in the RFP, the original grant applications, and subsequent project continuation reports. The information on barriers found in Table 5 was derived from a review of the final reports.

Procedure

After reviewing the RFP to identify the purposes, activities, and outcomes expected by OSERS, the authors constructed the five tables from their consensus on these items. The tables also include categories mentioned in the original grant applications or the Project Characteristics Questionnaires submitted by programs.

The model programs' final reports served as the primary review documents. In addition, secondary sources such as the Project Characteristics Questionnaire (Dowling & Hartwell, 1988) and the original grant application were consulted. When data sources conflicted (e.g., if the goals in the original proposal and the final report differed), the discrepancy was noted and the information from the final report was used. The tables include numerous annotations and pertinent data from the final reports.

Results and Discussion

Model Program Overview

Location. Of the 16 model programs funded, three focused upon educational outcomes, 11 upon employment outcomes, and two were aimed at state or national planning, which included both education and employment outcomes. Table 1 overviews the demographic characteristics of each program. Three programs were located in the Midwest, six in the Southeast, two each in the Southwest and the South, and one in the Northeast, Northwest, and the West, respectively.

Primary grantee. Funding was as follows: six programs: private not-for-profit organizations; four: local education agencies; two: universities; two: state education agencies; one: state department for rehabilitation services; and one: state department of mental retardation and developmental disabilities.

Funding level and project duration. Twelve of the model programs were funded at between $60,000-$80,000 per year; four programs received between $80,000 and $100,000 per year. These funding levels exceeded those projected in the original RFP, which stated that the competition sought to fund approximately 13 model programs for up to 24 months at approximately $70,000 per year. Instead, 16 programs were funded, four of them receiving more than $80,000 per year. With the exception of the Genesis Learning Center in Nashville, Tennessee, which was funded for 12 months, all programs were funded for 24 months, consistent with the RFP.

Insert Table 1 about here

Cooperating agencies. As suggested in the RFP, several agencies cooperated with the model programs, including local education agencies, vocational rehabilitation agencies, and community colleges. Other cooperating agencies included state education agencies, mental health agencies, and businesses. In addition, several model programs noted collaborations with an Association for Retarded Citizens, local sheltered workshops, parent groups, local Social Security Administration offices, State Governor's Planning Council on Developmental Disabilities, and vocational education.

Population and age range served. Eight of the 16 funded model programs reported serving students with mental retardation; six projects served students with learning disabilities. A small number of students with mental illness, physical disabilities, and sensory impairments were also served by the projects. Further, about half of the model programs served students in more than one disability category. Two model programs reported that no students were served directly. Students served ranged in age from 14 to 25 years, the most representative age group being 18 through 21.

Project Purposes

Table 2 presents an overview of the primary purposes of the funded model programs. The first seven entries list OSERS-specified purposes of the grant competition: (a) cooperative model development and implementation, (b) educational needs assessment, (c) occupational needs assessment, (d) interagency needs assessment, (e) the development of techniques and methods to facilitate transition, (f) interagency agreement development, and

(g) resource-sharing coordination. The purpose specified most frequently was development of a cooperative model of service delivery (n=13), consistent with the primary purpose stated in the RFP. Second was the provision of work experience (n=8). Five model programs described their program purpose as assessment of educational needs, occupational needs, or development of new techniques and methods. In addition, several model programs sought to develop a transition planning process or linkages with vocational education.

Insert Table 2 about here

Project Activities

The first seven entries on Table 3 display the activities that OSERS suggested be considered in the grant applications. As illustrated, nine model programs indicated that they would develop interagency coordination, five indicated that they would address dissemination of project findings, two stated that they would address public relations and employee outreach, while two stated that they would acquire and organize resources. All programs stated that they would evaluate project outcomes. Additional activities not stated in the RFP but cited frequently by projects included curriculum development or modification (n=7),[2] staff development (n=7), vocational skill training and work experience (n=7), student assessment (n=7), independent living skills training (n=5), parent and community training (n=5), and transition plan development (n=5).

Insert Table 3 about here

Project Outcomes

Data on project outcomes displayed on Table 4 were obtained from analysis of final reports.[1] According to the RFP, the following five outcomes might be expected from this competition: (a) transition from local education agencies (LEA) to postsecondary education;

(b) transition from LEA to employment; (c) establishment of a base for effective adult life in the community; (d) creation of state/regional/local interagency task force; and (e) development of a local interagency agreement.

As illustrated in Table 4, two model programs provided evidence that students enrolled in community or four-year colleges. Eight of the 16 model programs reported that youth had obtained employment as a result of the services provided by the model program. The percentage of students reported to be employed as a result of the program ranged from 20% to 78%. Two model programs reported full-time competitive employment at or above the federal minimum hourly wage (average wage: $4.78 per hour). Other model programs made no distinction between full- and part-time and competitive or supported employment, and gave no wage specification. One model program listed persons who attended a local sheltered workshop as "full-time employees."

Insert Table 4 about here

No model program addressed the goal of "establishing a base for effective adult life in the community." However, several activity and purpose statements related to this outcome. Three programs reported the development of local interagency agreements, and two reported the creation of state, regional, and/or local interagency task forces.

The most frequently cited outcome was the number of individuals served by the model program (11 of 16). In general, the number of students actually served was lower than the number projected in original applications. The reasons cited in the final reports for this discrepancy are discussed in the next section, "Barriers to Program Effectiveness."

Transition planning was accomplished at state (3), local (2), and individual (1) levels. Of the six programs reporting individual transition plans, three included forms and procedures in their final reports. Inservice and staff training activities directed primarily at parents and special education teachers were reported as outcomes by five agencies. However, the impact of these training sessions was not documented.

Only five model programs reported that any aspect of their program was continued after OSERS funding expired. This is not surprising, given our finding that the programs did not address continuation activities. Of the five programs continued in the school district in which they were implemented, one continued vocational assessment, and one continued a planning mechanism beyond the funding period. Of the remaining two model programs, one reported that a new funding pattern for continuation of services, established via an interagency agreement, was to be continued; the second model program was to be continued by the state education agency.

Dissemination activities were reported by 13 of the 16 model programs. Local and state dissemination activities included press releases, descriptive brochures, and presentation to community and professional groups. At the national level, dissemination consisted of journal articles and presentations at national professional conferences. The Project Directors' Annual Meetings in Washington, DC, were cited by several model programs as evidence of national dissemination.

Little evidence of replication was reported, and no model program was replicated in its entirety. However, two model programs reported that specific components of their programs--job coach services and a transition planning manual--were used by other programs.

Barriers to Project Effectiveness

When model program goals were not achieved (e.g., when fewer students were served than expected), project directors tended to cite impediment to progress. We have chosen to call these factors "barriers to program effectiveness" (see Table 5). The most frequently cited barrier was recruitment and retention of personnel. Thus, model programs reported difficulty in finding direct service and administrative staff with the diverse skills necessary to perform the tasks associated with program implementation. Further, a high turnover rate was reported by several model programs, possibly because of a mismatch between staff skills and expected responsibilities.

Funding barriers took two forms: (a) four model programs theorized that late award notification and funding (October rather than July) led to difficulties in recruiting personnel and implementing programs. Four model programs cited difficulties in negotiating state and local funding to establish new funding patterns to pay for transition services.

Insert Table 5 about here

Resistance to change by administration (n=3) and staff (n=1) took the form of protests against additional meetings and demand on clerical time associated with transition planning, turf disputes, and unclear role distinctions between schools and adult service providers. In one instance, resistance to a curriculum change was attributed to administrative pressure to respond to the excellence movement and to ensure that the curriculum would address minimum-competency test requirements rather than functional skills or work experience.

Interestingly, economic disincentives such as those associated with Supplemental Security Income and Medicare were cited as barriers by only two projects.

Authors' Notes

1. Available upon request.

References

Dowling, J., & Hartwell, C. D. (1988). Compendium of project profiles 1988. Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

Rusch, F. R., & Phelps, L. A. (1987). Secondary special education and transition from school to work: A national priority. Exceptional Children, 53, 487-492.

Table 1

Demographic Characteristics of Model Projects Funded under Competition 84.158C (1984)

	Educational			Employment										Other	
Project	44	45	46	36	37	38	39	40	41	42	47	48	50	51	43	52
Region																
Northeast			x													
Southeast	x	x							x		x				x	x
Midwest				x	x					x						
Northwest													x			
Southwest								x						x		
West							x									
South						x						x				
Primary Grantee																
Private Not-for-Profit	x			x		x					x		x	x		
Local Education Agency					x			x		x		x				
University									x			x				
State Education Agency			x												x	
Vocational Rehabilitation		x														
Developmental Disabilities							x									x
Annual Funding Level																
$60,000-80,000	x	x	x		x	x	x	x	x		x		x	x	x	
$80,000-100,000				x						x		x				x
Project Duration (in Months)																
12						x										
24	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x
Cooperating Agencies																
Locational Education Agency	x	x	x		x	x	x		x		x	x	x	x	x	
Vocational Rehabilitation	x	x	x	x	x		x		x	x	x	x		x	x	
Community College			x		x				x	x			x		x	
State Education Agency		x		x								x		x		x
Mental Health				x						x		x			x	
Business					x										x	
Other				x	x	x	x		x	x	x	x		x	x	
Population Served																
Mental Retardation				x[b]	[c]	x	x[e]	22	17	x	29	[g]	x		x	
Learning Disabilities			x					2	3	x					x[i]	
Mental Illness/Emotional Disorders										x[f]					x	
Physical Handicaps	x								5	x						
Sensory Impairment		150[a]									20					
Traumatic Brain Injury									1							
Behavior Disorders													x			
Other						x[d]							x[h]	x		
Not Applicable																x[j]
Age Range Served (in Years)																
14-16	x	x													x	
16-18	x	x	x		x	x			x	x		x	x		x	
18-21	x	x		x	x	x	x	x	x	x	x	x	x	x	x	
21-25		x						x			x		x			
25+													x			

[a] The visual impairments category was changed to multiple handicaps. 46 individuals actually served by the project.

[b] Serves graduates of local LEAs who are not employed.

[c] All disabilities served indirectly via JTPs.

[d] Intergenerational team of volunteers assist in work experience.

[e] 30 students with severe handicaps were targeted as well as 100 "others."

[f] Actual population served was BD/LD.

[g] Estimate of 400 students indirectly served.

[h] Speech impaired.

[i] Projected total of 500 students served.

[j] No direct services provided.

Table 2

Purposes Stated in OSERS RFP and Purposes Cited by Model Projects (CFDA 84.158C)

	Educational			Employment											Other	
Project	44	45	46	36	37	38	39	40	41	42	47	48	50	51	43	52
Purposes Stated in OSERS RFP and Cited by Projects																
Cooperative Model Development	X	X	X	X	X		X	X				X	X	X	X	X
Educational Needs Assessment			X													
Occupational Needs Assessment						X		X						X		
Interagency Needs Assessment												X				
Techniques/Methods Development		X				X		X								
Interagency Agreement Development					X										X	
Coordination of Resource Sharing				X								X				
Additional Purposes Cited by Projects																
Provision of Work Experience			X			X	X	X	X	X	X				X	
Transition Planning			X		X				X		X				X	
Link to Vocational Education		X					X			X	X				X	
Adaptive Equipment		X														

Table 3

Activities Stated in OSERS RFP and Activities Cited by Model Projects (CFDA 84.158C)

	Educational			Employment											Other	
Project	44	45	46	36	37	38	39	40	41	42	47	48	50	51	43	52
Activities Stated in OSERS RFP and Cited by Projects																
Interagency Coordination	X	X		X							X	X	X	X	X	X
Dissemination								X	X		X	X				X
Public Relations/Employee Outreach						X					X					
Resource Acquisition and Organization		X								X						
Replication							X	X								
Local Transition Teams															X	
Program Evaluation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Additional Activities Cited by Projects																
Curriculum Development (Modification)	X	X				X		X		X	X			X		
Staff Development	X			X	X		X			X	X				X	
Vocational Skill Training/Work Experience	X					X	X	X		X	X			X		
Student Assessment	X	X					X	X	X		X			X		
Independent Living Skills Training	X			X				X			X			X		
Parent/Community Training				X			X		X	X	X					
Transition Plan Development				X	X		X		X	X						
Social Skill Acquisition	X			X												
Study Program Implementation			X						X							
Counseling									X							
Long-Term Planning												X				
Academic Skill Training	X		X											X		
Career Exploration	X	X		X							X					
Data Collection and Analysis			X			X				X						
Follow-Up									X							
Leisure Education				X												
Job Development														X		
Media Development										X	X					
Adaptive Equipment		X														
Technical Assistance		X														

Table 4

Outcomes Stated in OSERS RFP and Outcomes Cited by Model Projects (CFDA 84.158C)

	Educational			Employment												Other	
Project	44	45	46	36	37	38[h]	39	40	41	42	47	48	50	51	43	52
Outcomes Stated in OSERS RFP and Cited by Projects																	
Transition from LEA to Postsecondary Education																	
Community College			7										8				
University			13														
Transition from LEA to Occupation		26[b]		17[d]				9	8[l]	105[n]	20		11[o]	23[p]			
Establishment of a Base for Effective Adult Life in the Community																	
Formation of State/Regional/Local Interagency Task Force					X										X		
Development of Local Interagency Agreement		X		X		3											
Additional Outcomes Cited by Projects																	
Number of Students Served	22	46	22				96[i]	23	14	135	49		25		600[r]		
State Level Transition Plans/ Interagency Agreement		X										X			400[s]	X	
Individual Transition Plans				2	124		84[j]		63					40[q]	121		
Local Transition Teams					X		X										
Inservice			X		12[f]				X							X	
Parent Advocacy Groups					X						X						
Continuation	X[a]		X[c]	X[e]				X							X		
Dissemination (Local/State/National)	L	S,N	S	L,S	S,N		S,N	L,S	N	S	L,S,N	L,S,N			X	N	
Replication					X[g]		X[k]		X[m]		X				X[t]		
Curriculum	X							X			X		X		X		
Evidence of Cost Effectiveness									X								
Change of Current Format for Service Delivery				X													
Case Management System					X		X										

[a] Vocational assessment component will continue.
[b] Includes SEP, workshop, competitive employment, and no wage specification.
[c] Aspects of the model will continue.
[d] Served in SEP.
[e] New funding pattern for continuation of services was established.
[f] Special education staff was trained.
[g] Unsuccessful.
[h] No final report filed.
[i] 56 from local high school; 40 from supported employment.
[j] Analysis of ITPs is presented. Several instruments were developed under this grant.
[k] 80% of LEAs are using ITP manual.
[l] No students received work experience due to competition between parent group and project.
[m] Transition planning process and job coach services were replicated.
[n] At or above minimum wage.
[o] May be pursuing further education.
[p] Average wage was $4.78/hour.
[q] 30 completed program.
[r] 650 were served indirectly through local mini-grants.
[s] Parents and teachers were trained.
[t] Division of Exceptional Children will now employ a transition specialist.

Table 5

Barriers to Project Effectiveness (84.158C)

	Educational			Employment												Other	
Project	44	45	46[a]	36	37	38[a]	39	40	41	42	47[a]	48[a]	50[a]	51	43	52[a]
Personnel	X				X[c]			X						X[f]	X	
Funding (Resource Allocations)		X		X[b]			X[d]		X					X[g]		
Political/Economic Factors in Community					X		X									
Staff Resistance										X						
Administrative Resistance				X					X	X[e]						
Inadequate Transportation				X	X				X	X						
Lack of Interagency Collaboration	X								X					X		
Lack of Equipment	X							X								
Referral and Identification Problems		X												X		
Liability Insurance														X		
Lack of Employment Opportunities					X											
Economic Disincentives (SSI/Medicare)							X[d]			X						

[a] Information not available.

[b] Training position had to be discontinued due to lack of funding.

[c] Turnover.

[d] Restriction of use of Medicaid waiver funds for SEP.

[e] Curriculum change met with resistance from administration.

[f] Burnout/turnover.

[g] Timeline for reimbursement unworkable.

A Descriptive Analysis of
OSERS Competition 84.128A:
(Priority Three)
"Transition from School or Institution to Work"

Philip G. Wilson

Running Head: CFDA 84.128A

Abstract

This paper analyzes the demographic characteristics of funded model programs, as well as project purposes, activities, and outcomes in relation to guidelines published by the Office of Special Education and Rehabilitative Services (OSERS) for competition 84.128A (Priority Three). Priority Three of this competition focused upon the transition from school or institution to work for individuals with severe disabilities. Project continuation, dissemination, and replication activities are summarized. Additionally, barriers to achieving desired outcomes and model program replication reported by projects are identified.

A Descriptive Analysis of
OSERS Competition 84.128A
(Priority Three)
"Transition from School or Institution to Work"

In the spring of 1984, OSERS published priorities that included requests for proposals (RFPs) for "demonstration projects providing comprehensive programs in rehabilitation services which hold promise of expanding or otherwise improving the vocational rehabilitation of groups of severely disabled people who have special needs because of the nature of their disabilities." The primary goal was to assist individuals with severe disabilities in achieving their "optimal vocational adjustment." Three priorities were identified under this competition (CFDA 84.128A): (a) Advanced Technology (Priority One), (b) Special Projects for Community-Based Programs (Priority Two), and (c) Transition from School or Institution to Work (Priority Three).

Projects funded under Priority Three were required to include effective strategies to support transition from school or institution to work that utilized integrated generic services (e.g., community colleges, vocational schools, technical schools) leading to full employment.

The closing date for receipt of applications was May 8, 1984. Approximately $750,000 was made available to fund projects for up to three years. Five projects were funded for three years each. However, one project was funded under Priority One, "Advanced Technology," and, therefore was not included in this analysis. Four projects were funded under Priority Three, "Transition from School or Institution to Work." Projects were located in Virginia, California, Arizona, and Maryland. Two of the projects served cities nationwide, one project served nine cities, and one served a Navajo Indian reservation. Two grants were awarded to vocational rehabilitation agencies, one to a university, and one to a private, nonprofit agency.

Collectively, the four projects identified 508 individuals whom they targeted to receive services. While these individuals manifested a wide variety of disabilities, the majority had been diagnosed with either mental retardation, physical disabilities, or learning disabilities. Of the persons targeted for services, available final reports indicate that only 133 (26%) were specifically diagnosed with severe disabilities. Participants' ages ranged from 14 to 55 years. Services included: (a) individualized transition planning, (b) skill training, (c) work experience, and (d) job placement.

This paper analyzed the diagnostic characteristics of model program participants, as well as project purposes, activities, and outcomes in relation to OSERS guidelines. In addition, project continuation, replication, and dissemination activities were summarized. Finally, barriers to achieving desired outcomes and replication reported by projects were identified.

Method

Data Sources

Documents used as sources of information included: (a) the original RFP for the competition, (b) original grant proposal applications, (c) continuation proposals, (d) final evaluation reports submitted to OSERS, and (e) information reported on the Project Characteristics Questionnaire (Dowling & Hartwell, 1988).

Instrumentation and Procedure

Tables were constructed to guide program evaluation (Gajar, Rusch, & DeStefano, 1990; Rusch, DeStefano, & Hughes, 1990). Table 1 displays demographic characteristics of model programs that were derived from original grant applications and Project Characteristics Questionnaires (Dowling & Hartwell, 1988). Information in Tables 2 through 4 relating to project purposes, activities, and outcomes was derived from the RFP and from original grant applications and continuation reports. Data were entered into one of two categories: (a) as stated in the OSERS RFP or (b) as cited additionally by projects (see Tables 2-4). Final reports provided the source for data displayed on Table 5 relating to barriers to program effectiveness.

Results and Discussion

The first level of analysis consisted of examining the congruence between purposes, activities, and outcomes as stated in the RFP and those cited by projects. A summary of the requirements outlined in the original RFP follows.

OSERS-Stated Requirements

Purposes. Purposes outlined in the RFP included: (a) to establish demonstration projects for providing comprehensive programs in rehabilitation services, (b) to assist persons with severe disabilities to achieve the optimal vocational adjustment of which they are capable, (c) to support projects designed to expand or improve vocational rehabilitation services and other services for individuals with severe disabilities, and (d) to provide transitional vocational services for persons leaving schools or institutions.

The target population, as specified by the RFP, included persons with severe disabilities who have special rehabilitation needs due to the nature of their disabilities. The RFP included the following diagnoses under the heading of severe disabilities: "arthritis, blindness, cerebral palsy, deafness, epilepsy, head trauma, heart disease, mental illness, mental retardation, multiple sclerosis, learning disability, and other disability types (p. B3)." One additional requirement to the target group was added: that persons with "the most severe disabilities irrespective of age or vocational potential be given primary consideration (p. C2)."

Activities. Project activities were to be fully coordinated with those of other appropriate community agencies, which may provide rehabilitation services to special populations of individuals with severe disabilities. Specifically, the RFP called for projects to utilize generic community programs such as community colleges, private schools, nonprofit vocational and technical schools, and other similar agencies. In addition, the RFP required effective strategies to support transition from school or institutional services to work implemented by projects.

Outcomes. One expected outcome was that project activities result in improved or expanded vocational rehabilitation of persons with severe disabilities. Another expected outcome was that integrated "generic" services be used. In addition, the RFP stated that persons with severe disabilities should achieve the optimal vocational adjustment of which they are capable, in other words, project activities should "lead to full employment" for participants (p. C4).

Individual Project Evaluations

Evaluations of program characteristics, purposes, activities, and outcomes of individual projects in relation to OSERS requirements are presented below as well as on Tables 1 through 4. A summary of the competition, as a whole, also follows.

Insert Tables 1-4 about here

Project 80 provided clear participant and program characteristics descriptions. The primary objectives were to improve the school and adult program services for persons with moderate and severe disabilities through implementation of a transition task force and utilization of best practices (e.g., community-based instruction, interagency collaboration, transition planning). Overall, Project 80 appeared to be successful, as evidenced by the systemswide effects reported within the local school, adult rehabilitation, and community college programs associated with the project.

Project 81 provided services to a large number of clients in nine cities. A considerable number of the participants did not have severe disabilities. Over 200 persons with disabilities were placed in competitive employment during the grant period. However, it is not clear what procedures were used or which clients were successfully employed. The goal of securing business involvement was met via agreements with a number of national and local food service companies. Evidence of interagency collaboration was demonstrated through establishment of advisory councils in nine model program cities.

Project 82 provided services to over 100 special education students. It is possible that some of the participants were not those initially targeted by the competition (i.e., individuals with severe disabilities) because all special education students identified as demonstrating prevocational or vocational needs were considered eligible. Project goals that were met included: (a) implementation of a multiagency assessment module, (b) providing work experiences for students while still in school, and (c) organization of a parent/employer advisory group to assist with project issues relative to transition. Other goals involved developing a community-based curriculum, inservice training modules for school and rehabilitation staff, and an awareness module for parents and employers. Efforts to evaluate product quality were not reported.

Since no final report was available for Project 83, the continuation proposal was used as a data source. For this reason, it would be highly speculative to try to assess the success of Project 83 in meeting its proposed objectives. Project 83 proposed to provide services to all special education students in need of vocational training. As with Project 82, this strategy may have resulted in services being provided to students who fell outside the population of individuals with severe disabilities targeted by the competition.

Competition Summary

Participants. Persons with severe disabilities were included in the population of individuals served by model programs funded under this competition. However, individuals with less severe disabilities also received services from all model programs. While some projects provided participant characteristics information, others did not report enough data to determine if their participants had severe disabilities.

Comprehensive rehabilitation programs. Model programs addressed the OSERS-stated objective, "establish demonstration projects for providing comprehensive programs in rehabilitation services," using various approaches. All projects targeted employment as a focus of model program activities. Two projects attempted to identify and address participant needs that were not employment related.

Coordination with community agencies. Evidence of "coordination with other community agencies" was demonstrated by model programs via activities that resulted in collaboration between school and adult service programs. A variety of approaches was utilized to coordinate project activities with those of other agencies. Strategies included: (a) transition task forces, (b) business advisory boards, (c) parent/employer advisory boards, (d) multi-agency assessment procedures, and (e) development of a computer-assisted network of community resources. The RFP stressed "utilization of generic community programs" as a desired procedural component for model programs. In three projects, community colleges served as examples of generic community programs. The roles of these institutions varied from provider of postsecondary services for individuals with severe disabilities to facilitator of preservice training for special education and rehabilitation personnel.

Effective strategies. A number of strategies to support transition from school to work was implemented by model programs, including: (a) functional curriculum, (b) community-based instruction, (c) individualized transition plans, (d) parent facilitators, (e) inservice training for school and rehabilitation personnel, (f) awareness training for parents and employers, (g) student work experiences, (h) job survey and analysis, (i) job placement, and (j) follow-up.

Expand or improve services. All model programs were effective in expanding or improving services to varying degrees. For example, one project's activities had indirect impact on rehabilitation services for persons with severe disabilities by providing information via a communication network. The remaining projects effected systemwide changes in school and adult service agencies. Expansion and improvement were accomplished primarily through interagency collaboration in planning and implementing rehabilitation services designed to facilitate the transition from school to work for persons with severe disabilities.

Full employment. The RFP established that a purpose of model programs should be to "provide transitional services leading to full employment for individuals leaving a school or an institution." All funded projects targeted employment as an eventual outcome for program participants. In fact, three projects reported employment outcomes in their final report.

Continuation. Three model programs reported that continuation funding was arranged prior to the end of the grant period. For two projects, funding was provided jointly by local education agencies and local adult service agencies (including a state vocational rehabilitation agency). One project indicated that Job Training Partnership Act (JTPA) funds were utilized to ensure continuation.

Dissemination. Projects engaged in a variety of dissemination activities. All four projects reported that they provided information and consultation to other agencies and made presentations to school boards and teachers. In addition, three projects made presentations to civic, parent, or advocacy groups. Other tactics included (a) newsletters, (b) TV and radio, (c) news releases and monographs, (d) inservice training, and (e) professional conferences.

Replication. The replication activities of three projects focused on preparation and dissemination of materials designed to facilitate replication. However, no project reported direct evidence of replication. Indirect evidence of replication may be assumed from the preservice and inservice training activities of two projects.

Barriers to Program Effectiveness.

Information about barriers to program effectiveness was derived from projects' final reports and are displayed on Table 5. In two projects, transportation and parental attitudes/support were identified as potential barriers to successful employment outcomes. One project listed employers' and workers' attitudes as barriers. High turnover of managers and frequent variation in job tasks also were recorded as barriers to employment maintenance by one project. Barriers to business participation included long meetings and excessive paperwork. One project reported that low unemployment rates made it difficult to place clients in food service jobs.

Insert Table 5 about here

References

Dowling, J., & Hartwell, C. (1988). Compendium of project profiles 1988. Champaign: University of Illinois, Secondary Transition Intervention Institute.

Gajar, A. H., Rusch, F. R., & DeStefano, L. (1990). A descriptive analysis of competition 84.078B: Postsecondary model programs. Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

Rusch, F. R., DeStefano, L., & Hughes, C. (1990). Secondary special education and transition services: Model program overview (CFDA 84.158C). Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

Table 1

Demographic Characteristics of OSERS Model Projects Funded under Competition 84.128A, 1984)

Project	80	81	82	83
Region				
Northeast		X		
Southeast			X	
Midwest		X		
Northwest				
Southwest				X
West	X			
South				
Primary Grantee				
University	X			
State Education Agency				
Private Not-for-Profit		X		
Vocational Rehabilitation			X	X
Annual Funding Level				
$60,000-80,000				X
$80,000-100,000	X	X	X	
Project Duration (in Months)				
36	X	X	X	X
Cooperating Agencies				
Locational Education Agency	X	X	X	X
Vocational Rehabilitation	X	X	X	X
Business	X	X	X	X
Community College	X			
Other	X		X	
Population Served				
Mental Illness/Emotional Disorders		X		
Sensory Impairment		X		
Physical Impairment		X		
Mental Retardation	X	X	X	X
Learning Disabilities		X	X	X
Behavioral Disorders				
Other		X	X	
Age Range Served (in Years)				
0-14	X			[a]
14-16	X		X	
16-18	X	X	X	
18-21	X	X	X	
21-25		X		
25+		X		

[a] Information not available.

Table 2

Purposes Stated in OSERS RFP and Purposes Cited by Model Projects (CFDA 84.128A)

Project	80	81	82	83
Purposes Stated in OSERS RFP and Cited by Projects				
Include Persons with Severe Disabilities in Target Population	X	X	X[a]	X[a]
Prioritize Severe Disabilities	X	X		
Establish Demonstration Projects	X	X	X	X
Assist Individuals with Severe Disabilities to Achieve Optimal Vocational Adjustment	X	X	X	X
Expand/Improve Rehabilitation Services	X	X	X	X
Additional Purposes Cited by Projects				
Provide Community-Based Training	X	X	X	X
Conduct Multi-Agency Comprehensive Needs Assessment			X	
Carry Out Vocational Assessment				X
Establish Interagency Collaboration	X	X	X	X
Establish Cooperative Interagency Agreements	X		X	X
Develop/Implement ITPs	X		X	
Establish Advisory Board/Task Force	X	X	X	X
Conduct Inservice Training	X	X	X	X
Conduct Needs Assessment				X
Carry Out Job Development/Analysis		X	X	X
Establish Information Telephone Network				X
Assess Project Effect on Dropout Rate			X	
Conduct Preservice Training	X		X	
Implement Dissemination	X	X	X	X

[a] All special education students with prevocational or vocational needs eligible.

Table 3

Activities Stated in OSERS RFP and Activities Cited by Model Projects (CFDA 84.128A)

Project	80	81	82	83
Activities Stated in OSERS RFP and Cited by Projects				
Coordinate Activities with Other Community Agencies	X	X	X	X
Utilize Generic Community Programs	X[a,b,c,d,e]	X[a,e]	X[a,b,c,d,e]	X[a,c,d]
Utilize Effective Strategies to Support Transition	X	X	X	X
Additional Activities Cited by Projects				
Develop and Implement Functional/Community-Based Curriculum	X		X	
Develop Work Experience/Job Site Training	X	X	X	
Conduct Vocational Evaluation		X	X	
Create Interagency Collaboration	X	X	X	X
Establish Cooperative Interagency Agreements	X		X	X
Recruit and Train Transition Team Members	X		X	
Develop and Implement ITPs	X			
Establish/Utilize Business Advisory Boards		X	X	X
Conduct Needs Assessment				X
Conduct Job Development/Analysis	X	X	X	
Complete Evaluation	X	X	X	X
Carry Out Dissemination	X	X	X	X

[a] Schools, vocational rehabilitation.
[b] Community colleges.
[c] Parent groups.
[d] Other adult service agencies.
[e] Business leaders.

Table 4

Outcomes Stated in OSERS RFP and Outcomes Cited by Model Projects (CFDA 84.128A)

Project	80	81	82	83
Outcomes Stated in OSERS RFP and Cited by Projects				
Improved/Expanded Rehabilitation Services	X	X[c]	X	X[h]
Utilization of Generic Services	X		X	X
Employment	X[a]	X[d]	X[f]	
Target Population Included Severe Disabilities	X[b]	X[e]	X[g]	
Severe Disabilities Prioritized	X			
Demonstration Project Established	X	X	X	X
Additional Outcomes Cited by Projects				
Community-Based Training	X		X	
Multi-Agency Comprehensive Needs Assessment			X	
Interagency Collaboration	X	X	X	
Cooperative Interagency Agreements	X		X	X
Transition Team Members Training	X		X	
Development/Implementation of ITPs	X			
Advisory Board/Task Force Established	X	X	X	X
Inservice Training	X	X	X	X
Needs Assessment Conducted				X
Job Development/Analysis	X	X	X	
Information Telephone Network				X
Project Effect on Dropout Rate Assessed			X	
Preservice Training	X		X	
Project Activities Disseminated	X	X	X	
Vocational Assessment		X	X	

[a] 13 students placed in competitive employment.

[b] 44 EMR and TMR students/young adults served; 12 individuals diagnosed with severe disabilities.

[c] Not directly integrated with other services.

[d] 222 placed in competitive employment.

[e] 121 individuals served diagnosed with severe disabilities.

[f] 85 competitive employment placements made during funding period.

[g] 119 individuals diagnosed with a variety of disabilities including EMR, TMR, LD, and multiply handicapped served. Undetermined number diagnosed with severe disability.

[h] Proposed "Job Hotline" telephone linkage to identify potential jobs for individuals with handicaps.

Table 5

Barriers Cited by Model Projects (CFDA 84.128A)

Project	80	81	82	83[a]
Attitudes of Family and Employers	X	X	X	
Lack of Transportation Options	X	X	X	
Economic Disincentives (e.g., loss of SSI benefits)		X		
Job Market Conditions		X	X	
Disincentives to Business Participation		X		
Inappropriate Behavior of Employees			X	
Lack of Formal Interagency Agreements			X	

[a] Final report not available.

An Analysis of Federally Funded Model Programs for Enhancing Postsecondary Options among Youths with Disabilities (CFDA 84.023G)

Patricia A. Gonzalez

Running Head: CFDA 84.023G

Abstract

Fifteen model programs funded under CFDA 84.023G, Research in Education of the Handicapped--Handicapped Children's Model Demonstration Projects/Post-Secondary Projects, were analyzed in terms of both process and outcome variables. Findings showed considerable correspondence between OSERS-recommended activities for funded projects and activities actually conducted as reported in final reports. Outcomes included interfacing between education and community services, improving access to community-based services, establishing training and support services, and conducting dissemination activities. The most frequently identified barriers to program effectiveness included personnel problems, lack of interagency cooperation, and lack of transportation.

An Analysis of Federally Funded Model Programs for Enhancing Postsecondary Options among Youths with Disabilities (CFDA 84.023G)

In January of 1984, OSERS distributed the application forms and program information packages for CFDA 84.023G, Research in Education of the Handicapped - Handicapped Children's Model Demonstration Projects/Post-Secondary Projects. Authorization for this program was contained in Sections 641 and 642 of Part E of the Education of the Handicapped Act. The priority of "Post-Secondary Projects" was given to projects related to postsecondary and continuing education for persons with disabilities that would address the need to "expand and improve the post-secondary options for handicapped individuals so as to provide them with the skills needed for productive work" (Application for Grants Under the Handicapped Children's Model Program, 1984, p. 9). In addition, the Secretary urged projects, within the context of a model program, to:

> (1) determine the continued education/training needs of (individuals with disabilities) who have recently exited or are about to exit from secondary school programs and who are not yet ready for employment or productive work; and (2) develop, determine the effectiveness of, and demonstrate new, innovative, community-based interventions that provide further training needed to develop skills required for productive work. These interventions should compliment programming available at the secondary level and should link (individuals with disabilities) to community-based programs and services. (Application for Grants Under Handicapped Children's Model Program, 1984, p. 10)

The closing date for receipt of applications was March 5, 1984. Approximately $1,500,000 was made available in fiscal year 1984 for support of 15 model demonstration projects to be funded for up to three years. Fifteen grants were awarded to fund model projects under competition #84.023G in 11 states and the District of Columbia, all for a three-year period. This paper describes the demographic characteristics, purposes, activities, outcomes, and barriers associated with these model projects. The results of analyses of these variables are discussed in relation to seven primary research questions:

1. What were the demographic characteristics of the 84.023G projects?
2. Did the purposes of the competition, as expressed in the OSERS Request for Proposal (RFP), match those expressed by the individual projects in their final report?
3. Were the activities proposed in the OSERS RFP conducted by the individual projects?
4. Were the activities outlined in the project proposals actually conducted?
5. Did the achieved outcomes, as described in the final reports, match the desired outcomes expressed by OSERS in their RFP?
6. Were the anticipated outcomes described in the project proposals actually achieved?
7. What barriers (if any) to achieving the anticipated outcomes were reported by the 84.023G projects?

Method

Data Sources

The data sources for this study included (a) the original RFP for competition #84.023G, (b) the original grant application from each funded model project, (c) the information reported by each model project to the Transition Institute on the Project Characteristics Questionnaire (PCQ) (Dowling & Hartwell, 1987), (d) the continuation proposals submitted to OSERS following the first year of project operation, and (e) the final evaluation report from each project. All the original grant applications were available for analysis. Of the 15 continuation reports, 14 were accessible (the continuation proposal for Project #56 was not available.) Also, final reports for Projects 53 and 57 were unobtainable for use in this study.

Instrumentation

Matrices were constructed for five categories of analysis: demographics, purpose, activities, outcomes, and barriers (Gajar, Rusch, & DeStefano, 1990; Rusch, DeStefano, & Hughes, 1990). Specific demographic subcategories included region of country (i.e., location of project), primary grantee (e.g., university, LEA), annual funding level, duration of the project, cooperating agencies, population served, and age range of the target population.

The subcategories involving project purposes, activities, and outcomes were comprised of (a) those specifically identified in the RFP for the competition and (b) any other purpose, activity, or outcome identified by the projects. The subheadings for the fifth category, "Barriers," were those identified by the projects. Table 1 illustrates these matrices.

To answer the proposed research questions, two sets of the matrices were used. The first set, consisting of demographics, purposes, activities, and outcomes, was used to record information found in the original grant application pertinent to the subcategories described above. The second set, identical to the first with the inclusion of the "Barrier" matrix, was used to record information obtained from the final report, or in some cases, the continuation proposal. The use of two sets of matrices allowed for a discrepancy analysis between the originally proposed subcategories and those actually addressed by projects during their operation.

Procedure

Based on a review of the RFP, purposes, activities, and outcomes expected by OSERS were identified. After construction of the matrices, a three-step procedure was followed to collect relevant data on each project. First, based on reading the original grant application, information pertinent to each subcategory of data was recorded and referenced by page numbers on the first set of matrices. Comments or questions regarding this information also were recorded. Second, the continuation proposal was read (a) to detect any major changes in purpose, activities, or outcomes that may have influenced the final report (none were identified); and (b) to record any barriers reported in the first year of project operation. Barriers were noted and referenced on the appropriate matrix along with any comments on the information.

The third step involved reading the final report and using the second set of matrices to record and reference information under the appropriate subcategories. An effort was made to locate references to all activities and outcomes proposed in the original grant application to verify these accomplishments. Summary comments were also recorded. All three steps were performed consecutively for a given project before another project was analyzed.

For the two projects without final reports (#53 and #57), information from the continuation report was used to complete the second set of matrices. This information was supplemented with that obtained from the last Project Characteristics Questionnaire completed by the projects and submitted to the Transition Institute. Because the continuation reports were submitted after only one year of project operation, the information they provided could not be used for discrepancy analysis. Furthermore, since the information about these projects contained in the tables was gleaned from the continuation proposals, it should be interpreted with caution.

Reliability

Following data collection on all 15 projects, a graduate student in the Department of Special Education, University of Illinois, was employed for the purpose of obtaining a reliability measure. Eight projects (53%) were randomly selected. Using the reference page number for each entry on the matrices (both sets for all eight projects), the reliability observer determined (a) the accuracy of the recorded information and (b) the match or fit between the information recorded and the subcategory under which it was placed (e.g., Did the information on page 32 actually describe a dissemination activity?). Discrepancies or questions noted by the reliability observer were discussed and appropriate corrections made on the matrix. This process resulted in one "error" out of approximately 950 entries.

Results and Discussion

Project Demographics

In response to the first research question regarding the demographic characteristics of the 84.023G projects to be identified, Table 1 displays location (region of the country), primary grantee, annual funding level, duration, cooperating agencies, and the handicapping conditions and age ranges of the population served by each project. The primary source for these data was the standard cover page required by OSERS to accompany grant applications. Data on handicapping conditions and age ranges served were taken from the final reports when available.

Insert Table 1 about here

Location. Eight of the fifteen projects were located in the northeast, three in the Midwest, two in the northwest, one in the southwest, and one in the south. Eleven states and the District of Columbia were represented.

Primary grantee. By far the most frequent grantees of 84.023G awards were universities, receiving nine of the fifteen awards. In addition, one project was funded through a local education agency, another through a state educational agency; two projects were funded through private not-for-profit agencies, and the remaining two projects were funded through community rehabilitation facilities.

Funding levels and duration. The OSERS RFP stated that 15 projects would be funded for a duration of three years (36 months) and requested that each project be budgeted at or around $100,000. All 15 projects were funded for 36 months. Nine of the model projects were funded between $80,000-100,000 per year, and four projects were funded between $100,000-120,000 per year. In addition, two projects received in excess of $120,000 annually.

Cooperating agencies. One of the OSERS-stipulated activities for the 84.023G competition was service coordination among agencies. Consequently, all funded model projects identified at least one agency or organization that cooperated in service provision, training, or continuation activities. Since these grants focused on improving postsecondary employment options, local or state vocational rehabilitation agencies were cited as cooperating entities by 11 of the 15 projects, closely followed by local education agencies. Businesses or business organizations cooperated with six of the model projects, while state departments of education or mental health/DD supported the activities of three and four projects, respectively. In several cases, community colleges were involved. Finally, private not-for-profit agencies (including parent organizations) comprised the majority of cooperating entities in the "other" category.

Population served. The RFP did not stipulate any specific handicapping condition or level of severity. However, OSERS did request that projects identify populations of handicapped individuals who traditionally have had problems linking with community-based training and services or obtaining and maintaining employment. As a result, most projects reported serving multiple disability groups. The majority of program participants were persons with mental retardation or learning disabilities. Also served were persons with behavior disorders, emotional disorders (including mental illness), physical disabilities, and sensory impairments. One project exclusively served persons with autism.

Since this competition was funded under the Handicapped Children's Model Program, the RFP stated that youth under the age of 23 should comprise the target population. All projects identified youths, ages 18-21, as at least a portion of the population they served. Eleven projects served youths 14-18 and eight projects served youths over the age of 21. Two projects identified at least one participant as being over 25 years old.

Project Purposes

The data on project purposes were derived from the projects' final reports. Beyond small wording changes in some projects, when compared to the purpose statement in the grant application, no major shifts in focus were observed. Three main purposes appeared in the RFP for funded projects. Specifically, the model programs were to (a) complement secondary programming, (b) develop community-based employment training and services, and (c) demonstrate effectiveness of the proposed model. The top portion of Table 2 lists the OSERS purposes and identifies the projects that incorporated one or more of these items into their stated purpose or intent.

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Insert Table 2 about here

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These data reflect a stringent application of the term "incorporate," specifically, the project purpose statement had to have made a direct reference to these items. For example, it was not enough to state that there would be "cooperation" between the project and secondary programs; rather, some joint activity or feedback loop had to be established in order for the activity to be considered "complementary." The purpose statement also had to include the term, "community-based," in connection with employment training, and had to make some reference to evaluation or other means of demonstrating effectiveness (e.g., replication). Indeed, many of the projects reflected the OSERS purposes in their goals, objectives, or activities, rather than in their purpose statement.

The bottom half of Table 2 lists other purposes identified by the 84.023G projects. Cooperative service delivery and the provision of transition services were the most common in addition to dissemination and classroom vocational training.

Project Activities

The third research question asked whether the activities proposed by OSERS actually were conducted by the individual projects. In Table 3, the OSERS-recommended activities are marked with an "X" for those projects that engaged in these activities based upon the final report.

Insert Table 3 about here

Nearly all the projects provided some form of assessment, the most common being vocational or employment-related (e.g., interest, social skills, dexterity). Further, all projects provided services that included community-based employment training for some or all their participants. OSERS stipulated that projects must identify an appropriate population; that is, participants 23 years of age or less and those with demonstrated problems in obtaining and maintaining employment. With the exception of three projects, participants in most projects met the age requirement. Under the "problems" category, projects were marked if they had (a) provided documented evidence of need for their target population or (b) described the population as "severely" disabled.

All 15 projects conducted evaluation and dissemination activities. Evaluation efforts varied widely among projects in focus, design, and amount and quality of data collected. Information concerning services and outcomes was disseminated locally, statewide, and nationally (unless footnoted) using traditional presentations (local, state, and national conferences) and written documents as means of dissemination.

With regard to replication activities, projects were credited with replication only if they reported efforts to replicate their program via (a) dissemination of materials specifically for this purpose, (b) technical assistance, or (c) direct project intervention (i.e., establishing multiple sites). Continuation activities were presumed for projects that reported (or implied) continuation of the program, all or in part, beyond the expiration of federal funding.

Lastly, OSERS specified that project activities should include use of the IEP to plan employment outcomes, and that projects should focus on service coordination among agencies. While most projects reported interagency cooperation, the majority developed their own document as a means of planning for transition to postsecondary employment.

Table 4 depicts all the activities reported by the 84.023G projects. In an effort to provide a complete picture of activities, most of the activities listed in Table 3 also are included in Table 4. As illustrated, project activities were clustered under the broader headings of "Training," "Employment Services," and "Planning." Activities that were consistent with the goal of improving postsecondary employment options for youth with disabilities.

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Insert Table 4 about here

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The fourth research question addressed any discrepancies between the activities proposed in the grant applications and those actually conducted and subsequently documented in the final reports. To derive the necessary data, the activities of each project listed on the matrix from the grant application were compared item by item with those on the matrix in the final report. Table 5 displays the results of this analysis for 13 of the 15 projects for which final reports were available.

Insert Table 5 about here

The first data column reflects the number of activities specified in the grant proposal, the second the number of identical activities listed in the final report. Finally, the third column lists the percentage derived by dividing the number in Column 2 by that of Column 1 and multiplying by 100. The results must be interpreted with caution. For example, certain activities may have been dropped due to unanticipated barriers and/or appropriate changes in model program design. It also is possible that the author(s) of the final report failed to describe certain activities, or lacked the necessary data to report a particular activity or its outcome. In some cases, the final report may have been prepared by a third-party consultant who was familiar with the model project only to the degree that project personnel documented and/or reported information pertinent to the purposes of this discrepancy analysis. Overall, these data suggest that the projects tended to carry out the activities they promised. Thus, 11 of 13 projects conducted 80% or more of the activities originally proposed in their applications.

Project Outcomes

Table 6 presents an overview of project outcomes based on final reports and, for Projects #53 and #57, continuation reports. The RFP described three outcomes that might be expected from this competition: (a) an established interface between education and community services, (b) improved access to community-based services, and (c) established referral services, training, and support services leading to employment. The top portion of

Table 6 provides data on the match between outcomes reported by 84.023G projects and those anticipated by OSERS.

Insert Table 6 about here

Ten of the 15 projects demonstrated an interface between education and the community services they provided. The definition for achieving this outcome was similar to that applied to the OSERS purpose of "complementing secondary programs"; that is, a project had to have successfully established some joint activity or feedback loop with cooperating education agencies. "Improved access" was marked for projects that successfully placed participants in community-based services, such as training. Strictly applied, however, only Projects #55 and #59 demonstrated "improved" access through the use of control groups. The majority of projects reported establishing training and support services for employment, but only six projects established successful referral services. Apparently, the focus of most projects was on providing support services rather than referral.

The bottom portion of Table 6 provides an overview of specific outcomes reported by 84.023G projects. As shown, some of the activities discussed earlier overlap with project outcomes (e.g., assessment, inservice, replication). Thirteen projects reported successful transitions from school to work for some or all their participants. Four projects described participants who made the transition from secondary to postsecondary education. Excluding Project #58, from which no unduplicated count of individuals served could be obtained, and Project #57, which provided no counts in their continuation report, at least 983 youth and adults with disabilities received services from 84.023G projects.

OSERS anticipated three outcomes for model programs in general: dissemination, replication, and continuation. All projects reported dissemination of project information. Six projects reported complete (two) or partial (four) replication of their model in their final report, and seven indicated continuation (four of the entire project, and three partial) following the expiration of federal funding.

To determine the discrepancy between the outcomes promised or projected in the grant applications and those actually delivered as evidenced in the final reports, a discrepancy analysis procedure identical to that described for activities was performed. Thus, Table 7 gives the number of outcomes projected (column 1), the number of identical outcomes delivered (column 2), and the percentage. Compared to activities, the percentage figures indicate an overall higher discrepancy between outcomes promised and delivered. Only six projects achieved over 80% of their projected outcomes with a range of 46-100%.

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Insert Table 7 about here

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Barriers to Service Delivery

Table 8 lists barriers cited by model projects in their final reports. The most frequently reported barrier was lack of Interagency Cooperation (eight projects), followed by problems associated with Personnel (six) and Transportation (five). With the exception of Projects #53 and #57, which did not submit a final report, individual projects reported at least one barrier. One project (#59) reported seven barriers, including underfunding.

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Insert Table 8 about here

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General Discussion

This analysis focused upon 15 model projects that were funded for three years to develop postsecondary options for individuals with disabilities. As with prior analyses (Gajar et al., 1990; Rusch et al., 1990; Wilson, 1990), demographic characteristics, purposes, activities, outcomes, and barriers were considered.

The majority of these model projects was located in the northeast (eight), administered by university personnel (nine), with funding levels between $80,000 and $100,000 per year (nine projects). All projects reported interagency cooperation. Eleven of the model projects cooperated with local or state vocational rehabilitation agencies. Most model projects served students with a broad range of disabilities; only one project served an exclusive consumer group (persons with autism).

There was considerable agreement between OSERS-recommended activities for funded projects and the activities actually conducted by the projects as expressed in their final reports. Four activities were conducted by all projects, including community-based postsecondary employment training, identification of appropriate population (i.e., age 23 or less), program evaluation, and dissemination. The least-conducted activity was continuation. Related, a discrepancy analysis was performed to determine the extent to which model projects carried out activities they promised in their original application for funding. Eleven of 13 projects conducted 80% or more of the activities originally proposed.

OSERS described three outcomes that might be expected from model projects funded through the 84.023G competition. These outcomes included interfacing between education and community services; improving access to community-based services; and establishing referral services, training, and support services leading to employment. Overall, 10 projects developed an interface and 13 improved access. Only 6 projects developed referral services, whereas 14 and 13, respectively, established training and support services. All model projects conducted dissemination activities.

A discrepancy analysis between promised and actual outcomes indicated that numerous outcomes or products were described in the final report, but not projected in the grant application. Because outcomes related to these model projects are extremely important in helping us to identify factors instrumental in the design of effective secondary special education, a closer examination of outcomes that were likely to be projected but not delivered, and vice versa was made. Figure 1 presents a graphic display of this information.

Insert Figure 1 about here

One of the more interesting findings is that model projects often developed a curriculum, without having promised one. It seems highly likely that as model projects began to operate in the local education agency, the procedures or practices that defined the emerging model needed to be documented to ensure project fidelity. Dissemination products included videos, manuals, and articles or papers disseminated by project personnel for the purpose of information sharing. An approximately equal number of "positive" and "negative" discrepancies emerged for this category of outcome. It would seem likely that these outcomes frequently were adjusted based upon need, available staff time, and financial resources.

Perhaps the most interesting outcome category was Social/Political Change. Under this category, several grant applications included statements such as increased public awareness, improved understanding among employers, or influencing state policy. Although difficult to measure, this outcome was described as attained in only one final report--perhaps an indicator of how hard it is to achieve real social change.

Finally, 13 of 15 projects noted in their final reports at least one barrier to achieving their projected goals. Most often, these barriers were described as causing delays in service delivery rather than posing any major, insurmountable obstacle. Of the projects that achieved 70% or less of their projected outcomes, the barriers most frequently identified included personnel problems, lack of interagency cooperation, and design or conceptual problems. In addition, two projects (#54, #61) appeared to suffer major setbacks due to difficulties in obtaining referrals to the program and problems in soliciting participation from employers, respectively.

Many similarities were noted between the barriers cited by these projects and those identified in previous competition analyses. For example, Rusch et al. (1990) and Wilson

(1990) found transportation to be a significant barrier to service delivery. In the current competition, five projects cited transportation as a barrier, including both rural projects (#58 and #60). Another common barrier appears to be personnel problems. Staff turnover and difficulties associated with locating qualified staff were barriers reported by Gajar et al. (1990) and Rusch et al. (1990). Similarly, six projects in this competition identified personnel difficulties.

In spite of similarities, the types of barriers reported by projects in this competition (84.023G) differed from those in other competitions. In the present analysis, lack of interagency cooperation was the most frequent barrier. This apparently was not seen as a major barrier for projects funded in other competitions, however. In addition, projects in this competition appeared to encounter more consumer-oriented barriers, such as skill deficits, poor work attitudes, and parental interference. Interestingly, four projects also reported design or conceptual problems that impeded the attainment of their goals. These problems ranged from an inadequate sample size for statistical analyses to admittedly "naive" assumptions regarding the establishment of cooperative interagency activities.

Overall, the projects analyzed in this study successfully pursued the purposes, activities, and outcomes specified by OSERS for the 84.023G competition. Most importantly, however, innovative practices and models were designed and shown to be effective in assisting youths with disabilities to obtain and maintain postsecondary employment. Through the efforts of project personnel and cooperating agencies, approximately 1,000 youths were able to make the transition from school to work.

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Table 1

Demographic Characteristics of Model Projects Funded under Competition 84.023G

Project	#53	#54	#55	#56	#57	#58	#59	#60	#61	#62	#63	#64	#65	#66	#67
Region															
Northeast		X					X	X[a]	X	X	X	X		X	
Southeast															
Midwest			X	X	X										
Northwest													X		X
Southwest	X														
West															
South						X[a]									
Primary Grantee															
Local Education Agency								X							
State Education Agency															X
University	X	X		X	X		X			X	X	X	X		
Private Not-for-Profit									X					X	
Vocational Rehabilitation			X			X									
Annual Funding Level															
$80,000-100,000			X		X		X	X	X		X	X		X	X
$100,000-120,000		X		X						X			X		
$120,000-140,000	X					X									
$140,000+															
Project Duration (in Months)															
36	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Cooperating Agencies															
Local Education Agency		X	X	X	X	X	X		X			X	X	X	
State Education Agency	X						X	X							
Vocational Rehabilitation		X	X	X		X	X	X	X	X	X			X	X
Mental Health/DD					X					X			X		X
Business	X	X				X	X		X					X	
Community College		X					X					X			
Other	X	X				X	X	X	X	X		X		X	
Population Served															
Mental Retardation	X	X		X		X		X	X			X	X	X	X
Behavior Disorders			X												X
Learning Disabilities	X	X	X		X	X	X	X	X		X			X	X
Physical Disabilities	X														X
Mental Illness/Emotional Disturbance	X		X					X	X						
Sensory Impairments									X						X
Other	X[b]							X		X[c]					X
Age Range Served (in Years)															
0-14															
14-16					X									X	X
16-18			X	X	X	X	X		X	X		X	X	X	X
18-21	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
21-25	X	X	X	X	X			X			X		X		
25+		X									X				

[a] Rural project.

[b] Focus on minority populations with disabilities.

[c] Autistic.

Table 2

Purposes Stated in OSERS RFP and Purposes Cited by Model Projects (CFDA 84.023G)

	#53	#54	#55	#56	#57	#58	#59	#60	#61	#62	#63	#64	#65	#66	#67
Purposes Stated in OSERS RFP and Cited by Projects															
Complement Secondary Programming					X										
Develop Community-Based Employment Training & Services	X	X							X	X			X	X	X
Demonstrate Effectiveness of Model	X	X							X			X	X		
Additional Purposes Cited by Projects															
Cooperative Service Delivery	X			X	X	X									
Dissemination	X	X										X			
Transition Services			X		X	X	X	X							
Vocational Training						X		X							
Other	X[a]	X[b]							X[c]		X[d]	X[e]		X[f]	X[g]

[a] Form a job clearinghouse.
[b] Job placement, follow-up.
[c] Increase public awareness.
[d] Enhance employment opportunities.
[e] Develop curricular and instructional strategies for work skills.
[f] Job placement services.
[g] Impact state policy.

Table 3

Agreement Between OSERS-Specified Activities and Activities Conducted by Model Projects (CFDA 84.023G)

	#53[a]	#54	#55	#56	#57[a]	#58	#59	#60	#61	#62	#63	#64	#65	#66	#67	Total
Assessment of Postsecondary Needs	X	X	X	X	X	X	X	X		X	X	X	X	X	X	14
Community-Based Postsecondary Employment Training	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X[j]	15
Identification of Appropriate Population																
Age 23 or less	X	X	X	X	X[e]	X	X	X	X	X	X[e]	X	X[e]	X	X	15
Problems in Obtaining Employment	X	X	X	X		X		X		X	X	X	X	X	X	12
Model Evaluation	X[b]	X	X	X	X[f]	X	X	X	X	X	X	X	X	X	X	15
Model Dissemination	X[b]	X	X	X	X	X	X	X	X[g]	X	X	X	X	X	X	15
Replication	X[b]	X	X	X	X[f]	X	X	X		X		X[i]	X[i]	X	X[i]	13
Continuation	X[b]	X	X		X[f]	X		X		X	X			X		9
Use of IEP	ITEP[c]	IESP[d]		ITP		ITP	ITP	ITP		X	IEP[h]	ITP	X	X	ITP[j]	12
Service Coordination among Agencies		X	X	X	X	X	X	X	X	X		X		X	X[j]	12

[a] Obtained from continuation report.

[b] Projected Year 3.

[c] Individual Transition Education Plan.

[d] Individual Employment Success Plan.

[e] Unable to determine if majority under 23.

[f] Projected Years 2-3.

[g] Local dissemination only.

[h] Individual Employability Plan.

[i] Replication part of project.

[j] Dependent on individual site.

Table 4

All Activities Reported by Model Projects (CFDA 84.023G)

	#53	#54	#55	#56	#57	#58	#59	#60	#61	#62	#63	#64	#65	#66	#67
Inservice															
Staff	X							X					X		
Teacher					X	X	X			X					
Employer	X						X		X[j]		X			X	
Parent						X									
Other					X[f]		X[h]								
Assessment															
Needs					X	X[g]					X[n]				
Vocational	X	X	X	X		X	X			X	X	X	X[r]	X	
Academic							X								
Career Interest		X								X	X				
Other		X					X[i]			X[m]		X[p]	X[r]		
Training															
Vocational Training (classroom)			X		X	X	X			X	X			X[s]	
Community-Based Vocational Training	X			X		X			X	X		X			
Social Skills			X		X										
Employability Skills		X	X[b]		X	X		X	X[k]						
Other			X[c]		X[d]		X	X		X					
Employment Services															
Site Development	X			X					X				X[r]	X	
Job Placement		X		X		X	X	X	X		X[o]		X[r]	X	
Support Services	X[a]	X	X		X		X	X	X[l]		X		X[r]	X	
On-the-Job Training				X		X			X				X[r]	X	
Follow-Up		X		X		X	X						X[r]	X	
Experiences/Internships		X	X		X[e]						X				
Postsecondary Education															
Placement							X								
Support Services					X		X	X							
Counseling	X				X		X	X							
Tutoring								X							
Planning															
Individual Plans		X		X		X	X	X		X	X	X			X[t]
Transition Planning Process				X								X			X[t]
Advisory/Task Forces	X						X					X			X
Cooperative Activities				X	X	X	X	X		X		X		X	X[t]
Project															
Referral/Recruitment	X				X		X	X						X	
Demonstration Sites Establishment	X				X							X[q]	X		X
Data Systems Development												X	X		X
Product Development	X	X	X	X	X	X	X			X	X	X	X	X	X
Cost-Benefit Analysis				X				X					X		
Technical Assistance				X		X	X	X					X		X
Research				X						X		X	X		X

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[a] Establish job clearinghouse and other services.
[b] Job club.
[c] Substance abuse.
[d] Academic/study skills for postsecondary education/self-advocacy.
[e] Job shadowing.
[f] Mentors.
[g] School resources assessed and materials provided for vocational training.
[h] Agency personnel.
[i] Functional skills, IQ.
[j] Marketing presentations.
[k] Job club.
[l] Job engineering.
[m] Ecological inventories of work/living, adaptive behavior.
[n] Questionnaire to businessmen to determine knowledge of LD.
[o] Assistance in post-graduation placement.
[p] Ecological assessment.
[q] Model partially replicated in two sites.
[r] This project "oversaw" the demonstration of a supported employment model in several sites—r indicates components of this model.
[s] Adjunctive classroom simulations were devised for participants.
[t] This project "oversaw" the demonstration of a model transition services program in several sites—t indicates components of this model.

Table 5

Analysis of Discrepancies Between Activities Proposed and Conducted by Model Projects (CFDA 84.023G)

	Activities		
Project	Proposed	Conducted	Percent
53	no data available		
54	15	12	80
55	18	15	83
56	15	11	73
57	no data available		
58	15	14	93
59	15	15	100
60	14	10	71
61	12	10	83
62	13	13	100
63	8	8	100
64	15	14	93
65	8	8	100
66	10	10	100
67	11	9	82

Table 6
Outcomes Stated in OSERS RFP and Outcomes Cited by Model Projects (CFDA 84.023G)

	#53[a]	#54	#55	#56	#57[a]	#58	#59	#60	#61	#62	#63	#64	#65	#66	#67	Total
Outcomes Stated by OSERS RFP and Cited by Projects																
Interface Between Education and Community Services			X	X	X	X	X	X		X		X		X	X[o]	10
Improved Access to Community-Based Services	X	X	X	X		X	X	X	X	X	X	X	X	X		13
For Employment, Established																
Referral Services	X				X		X	X						X	X[o]	6
Training	X	X	X	X	X	X	X	X	X	X	X	X	X	X		14
Support Services	X	X		X	X	X	X	X	X	X	X	X	X	X		13
Additional Outcomes Cited by Projects																
Assessment		X	X	X	X	X	X			X	X	X	X	X		
Transition from School to Work	X	X	X	X		X	X	X	X	[i]	X	X	X	X	X	
Transition from School to Postsecondary Education					X	X	X	X								
Number Served	41[b]	66[d]	124	46	f	g	36[h]	95	95	40	26[k]	30	100+	37	247[p]	
Individual Planning Documents	X	X		X		X	X	X		X	X	X			X	
Vocational-Employability Skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Other Functional Skills		X	X		X		X	X		X				X		
Curricula		X	X		X	X				X		X		X		
Task Forces							X					X			X	
Cooperative Service Delivery Model	X			X	X	X	X	X		X		X		X		
Inservice	X				X	X	X	X	X	X	X		X	X		
Policy Change															X	
Dissemination	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	15
Replication			X[e]	X		X		X[e]				X[l]	X[e]		X[e]	6
Continuation		X	X			X		X[e]		X	X[e]			X[n]		7
Cost-Benefit Analysis				X				X					X			
Other	X[c]								X[j]			X[m]		X[q]		

[a] Obtained from continuation report.

[b] As of first year.

[c] Database on participants established.

[d] Higher than projected.

[e] Partial.

[f] No clear statement in continuation report.

[g] 188 received in-school or community-based training/53 placed in competitive employment/3 placed in postsecondary training.

[h] 17 received classroom vocational training/13 received community-based employment training/6 received services to promote postsecondary training.

[i] This project served only students enrolled in sec ed, not grads—2 of 4 grads retained employment.

[j] Improved parent involvement.

[k] 20 participants graduated—all employed.

[l] Attempted, but unsuccessful.

[m] Extensive research and materials development.

[n] Partial, VR funded some components.

[o] Some sites.

[p] From 1987 PCQ.

[q] Model development/tracking system.

Table 7

Analysis of Discrepancies Between Outcomes Projected and Delivered by Model Projects (CFDA 84.023G)

Project	Outcomes		
	Projected	Delivered	Percent
53	no data available		
54	6	4	67
55	6	4	67
56	14	10	71
57	no data available		
58	10	10	100
59	10	8	80
60	13	6	46
61	10	6	60
62	9	9	100
63	9	6	67
64	12	11	92
65	6	6	100
66	10	10	100
67	16	10	63

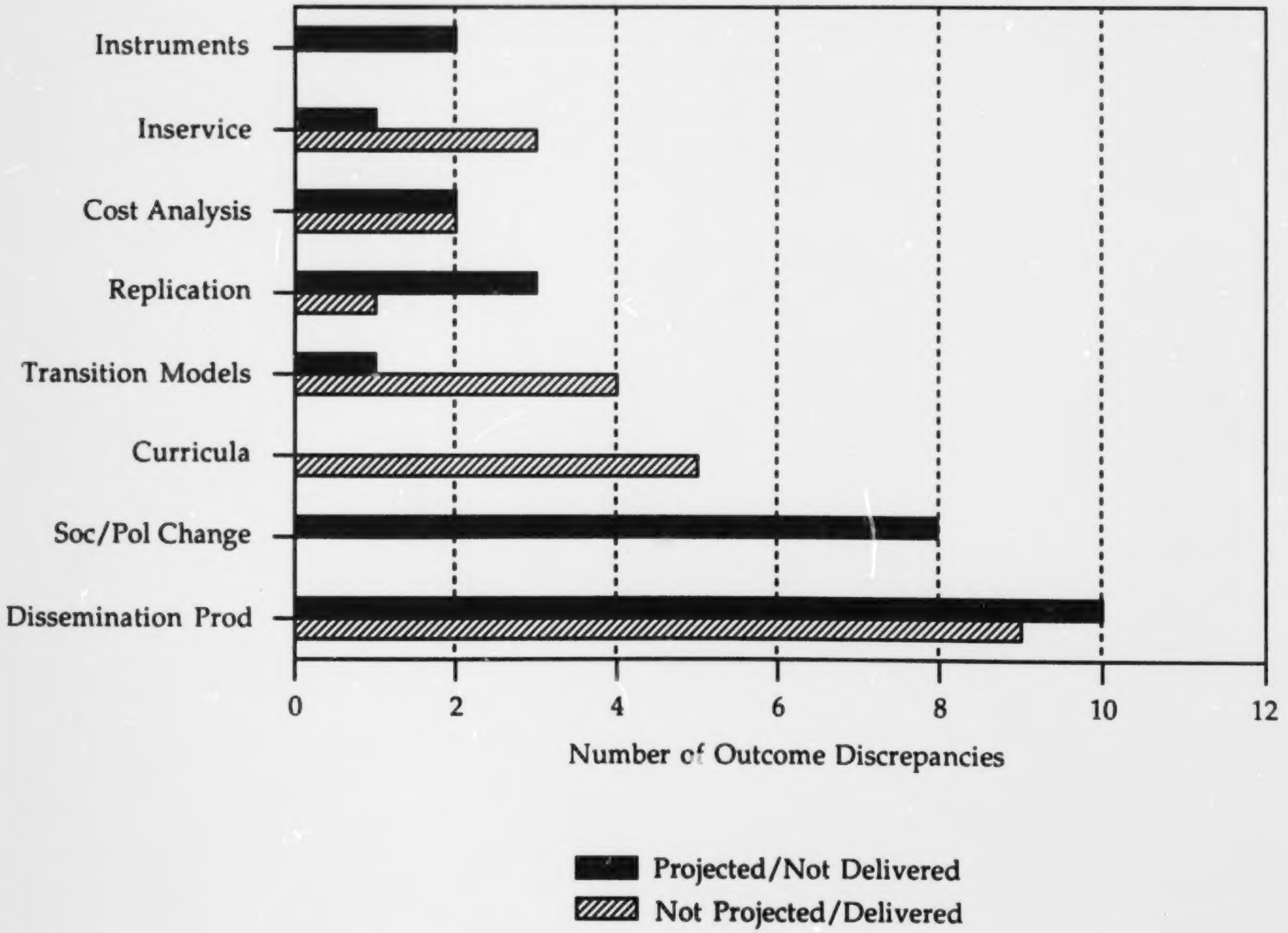
Table 8

Barriers Cited by Model Projects (CFDA 84.023G)

	#53[a]	#54	#55	#56	#57[a]	#58	#59	#60	#61	#62	#63	#64	#65	#66	#67	Total
Parental Involvement/ Interference						X			X	X						3
Transportation						X		X	X	X				X		5
Attitudes of Employers							X		X							2
Financial Disincentives (Client)						X								X		2
Skill Deficits (client)		X						X						X		3
Poor Work Attitudes (Client)						X										1
Personnel							X		X	X		X		X	X	6
Funding (State & Local)													X		X	2
Administrative Resistance							X							X		2
Lack of Interagency Cooperation		X		X		X	X		X		X	X			X	8
Problems in Referral/ Identification		X					X									2
Design or Conceptual Problems			X			X	X								X	4
Other							X[b]			X[c]		X[d]				3
Total		3	1	1	-	6	7	2	5	4	1	3	1	5	4	43

[a] No data available.
[b] Underbudgeting grant funds.
[c] Lack of adult services.
[d] Scheduling problems.

Figure 1. Discrepancy Analysis of Outcomes Projected and Delivered by Type of Outcome



A Descriptive Analysis of Competition 84.078C: Postsecondary Education Programs for Handicapped Persons - Demonstration Projects

John F. Enchelmaier

Running Head: CFDA 84.078C

Abstract

In 1985, the Office of Special Education and Rehabilitation Services funded 14 projects under the Postsecondary Education Programs for Handicapped Persons (CFDA 84.078C) competition. Projects were subjected to descriptive analysis to develop profiles of program demographics, purposes, activities, outcomes and barriers to effectiveness. Results indicated the development of a wide variety of programs providing support across two broad dimensions: postsecondary formal college-level programs and programs involved with assessment, vocational training, placement and employment. A number of programs combined elements of both these dimensions. Although projects largely conformed with the OSERS guidelines, considerable variation in interpretation of competition objectives was observed, due to the broad competition parameters. Outcomes resulted in the development of model support programs based upon innovative curricula, application of computer technology, models of peer support, assessment training, placement services, and the development of limited consortium functions. Extensive dissemination of program information also occurred. Major barriers cited to project effectiveness included resources (both financial and personnel), lack of adequate time for planned activities, and the setting of unrealistic goals. This paper calls for the narrowing of competition parameters as a means of better focusing future competitions and a research base to facilitate dissemination of model project information.

A Descriptive Analysis of Competition 84.078C: Postsecondary Education Programs for Handicapped Persons - Demonstration Projects

Overview of the Statutory Basis for Competition 84.078C

Section 625 of P.L. 98-199 authorizes the Secretary to make grants to or enter into contracts with agencies and institutions to develop "model programs" for "developing and adapting programs of postsecondary, vocational, technical, continuing, or adult education to meet the special needs of handicapped individuals." As a second priority, Section 625 refers to "programs that coordinate, facilitate, and encourage education of handicapped individuals with their nonhandicapped peers."

These two statements provide a very broad framework and thereby considerable latitude for interpretation by the Secretary in determining grantees. The two priorities are not mutually exclusive, and it would not seem an unreasonable interpretation, therefore, to imply that the legislation intended that both be addressed. However, the present analysis found that there was not as close a linkage between the two priorities as Section 625 would suggest.

Further defining and refining these parameters are the regulations and guidelines applying to Competition 84.078C. These fall into two categories, namely, those regulations contained in the Federal Register of June 25, 1984, described as 34 CFR Part 338, and the guidelines accompanying the application package for the first competition under 84.078C. The regulations give more detailed examples of the kinds of programs that fall within the framework of the legislation as well as the necessary accountability and procedural matters to be followed by the grantees. With respect to the kinds of projects to be funded, the regulations, too, give to the Secretary considerable discretion. The other section of importance to applicants relates to the criteria used in making award selections, defined as the Plan of Operation, Quality of Key Personnel, Budget and Cost Effectiveness, Evaluation Plan, Adequacy of Resources, Continuation of Plan, Importance, and Impact. These categories make it clear that the Secretary was prepared to be persuaded by the merits of the case made in an application as much as by adherence to the very general guidelines of the legislation.

The second source of project guidelines was to be found within the information package accompanying the grant application. Here the linkage between the legislative Priority (A) (educational programs) and (B) (education and/or training with nonhandicapped individuals) was made unequivocally. In this section, this combined priority was described as the "absolute priority."

The other feature of the competition that was emphasized was the need for grantees to focus upon a project to facilitate transition to work. Applications were especially invited from vocational-technical schools and from community and other two-year institutions.

In summary, then, Competition 84.078 C emerged as a broadly based competition and, therefore, a predictably heterogeneous range of model program outcomes, generally designed to

1. encourage the development of model programs and services for individuals with a wide range of disabilities;
2. develop postsecondary educational or training programs in an integrated setting;
3. facilitate transition to work; and
4. encourage program development in community college and other two-year postsecondary institutions.

A total of 14 proposals were funded from the estimated total of $1,000,000 available for fiscal year 1985. These proposals represented the first round of Competition 84.078C. Funding was available for up to three years on the basis of a successful continuation application.

Method

Data Sources

A number of documents were utilized as the basis for this competition analysis, including (a) the original Request for Proposal package (RFP); (b) the original grant proposal for each funded model program; (c) information reported in the 1988 and 1989 editions of Compendium of Project Profiles compiled by the Transition Institute at Illinois (Rugg, 1989); (d) available continuation proposals submitted to the Office of Special Education and Rehabilitative Services (OSERS); and (e) available final reports from individual projects (see Table 1).

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Insert Table 1 about here

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All 14 original grant proposals were available for analysis, whereas continuation proposals were available from only six projects. In the case of project #106, the information contained in this document was able to be used as an interim report document in the absence of a final report. Otherwise, nine final reports were available. In addition, following personal communication, some summary statistics were obtained for project #101 for which no final report was compiled. Information based upon the Project Characteristics Questionnaire used to produce the Compendium of Project Profiles of 1988 and 1989 was available from all 14 projects (see Table 1).

Instrumentation and Procedures

On the basis of previous competition analysis developed at the Transition Institute (DeStefano & Rusch, 1990; Gajar, Rusch, & DeStefano, 1990; Gonzalez, 1990; Rusch, DeStefano, & Hughes, 1990; Wilson, 1990), analytic tables or matrices were generated across five constructs: project demographics, purposes, activities, outcomes and barriers. Within each table, a distinction was made between those projects with an employment orientation (n=10) and those involved principally with the development of a formal postsecondary educational program.

Table 2 lists the geographical location according to region, the status of the primary grantee, funding level, duration of the project, cooperating agencies, population served in terms of disability, and age range of the population served. Table 3 summarizes purposes prescribed or expected by OSERS together with additional purposes reported by the projects. Table 4 lists the activities undertaken by projects in accordance with OSERS suggestions as well as additional activities generated by individual projects. Table 5 overviews outcomes as reported in final project reports, whereas Table 6 identifies barriers to successful outcomes as described in the final reports.

The information in Tables 3-6 was ordered according to the four system levels defined by Rusch and Phelps (1987): individual, small group, and society. These categories represent the levels at which problems for individuals occur and, therefore, the levels at which appropriate interventions are required. These four descriptors have been adapted as follows: (a) individual/student level, (b) program level, (c) organizational level, and (d) community level, without changing the original intent of the operational levels. The descriptors used in the current tables are believed more accurately to describe the levels as they apply to the practicalities of the project operations. The decision to use a particular level in this analysis was based on a judgment as to the most significant level. Thus, other levels of operation are not precluded. For example, education of the disabled person with nondisabled peers is assigned to the student/individual level in a consideration of the project purposes. However, a case could be made that this purpose has considerable implications for all the other levels.

Each project was examined individually through the available documents, whereupon the descriptive information was recorded on a master table within cells matching each of the line items on the tables. Provision was also made for recording additional information to assist later classification and analysis. The final procedure involved transferring these data to the respective tables for amalgamation.

Results and Discussion

Project Demographics

The first category for analysis was described by the general term "project demographics." Projects were defined in terms of geographical location, primary grantee, annual funding level, duration of the project, cooperating agencies, nature of the population served, and age range of the population. These data were obtained primarily from the RFP and the final reports, where available.

Insert Table 2 about here

Location. Of the 10 projects with an employment orientation, four were located in the midwest, four in the northeast, one in the west, and one in the southeast regions of the United States. Two educational projects were located in the midwest and one each in the northeast and the west.

Primary grantee. This competition was dominated by projects based within universities. Thus, of the total 14 projects funded in FY 1985, 10 were located at a university (including one in a community college), three in private not-for-profit organizations, and one in a private special education facility.

A breakdown of these totals indicated that all four educational projects were based within universities (including the community college), with six employment projects based at universities, three within not-for-profit organizations, and one in a private special education facility. The relatively small number of community colleges and vocational schools in this competition is surprising, in view of the encouragement given by OSERS to involve educational institutions at this level.

Annual funding levels. Funding for the initial 12 months of the grant ranged from $47,000 to $115,268, with an average funding level of $80,520. Although all actual figures were available, a comprehensive analysis across the complete funding period was not possible as the full set of figures for subsequent years were not available. However, in cases where figures were available, four projects indicated increases in the funding levels for the second and/or third years; two projects reported reduced funding for the second and/or third years. As shown in Table 2, within the specified funding ranges, two projects were funded at the less than $50,000 annual level, nine within the $50,000 to $100,000 range and three in the $100,000 to $150,000 range.

The three projects receiving the highest funding levels for the first year were educational and were all based within universities. They sought to support, respectively,

- disabled college students through computer-assisted academic instruction assistance;
- disabled college graduates from two- or four-year institutions to obtain appropriate employment matches; and
- transition of learning disabled secondary students to college.

Two of the three projects, however, were only funded for two years. This resulted in a comparative funding level closer to the averaged amount.

Duration of funding. Among the employment projects, four were funded for 12 months and two for 24 months. Four projects were funded for the maximum three-year period. Further, two educational projects were funded for two years, and two for the maximum three-year period. Projects funded over the two- or three-year periods frequently took advantage of formative evaluations to modify programs, an opportunity not possible to the same extent within the shorter 12-months time frame.

Cooperating agencies. The involvement of a range of agencies in transition-to-work programs potentially heightens facilitation and effectiveness. It is of particular importance to achieve such coordination for, as Will (1985) contended, the services are "multiple and complex." At the same time, however, there is potential for heightened inefficiency and/or blocking of the processes. Within this competition, the complexities referred to earlier, although often recognized, have not always been adequately addressed through the operationalization of cooperative endeavor and genuine consortium development for service delivery.

In appreciation of the difficulty of achieving such coordination, the legislation and regulations supporting this and other competitions have sought to focus the grantees' attention upon the need to develop networks, cooperative interagency planning, and consortium functions. Likewise, prominent researchers have documented the necessity of achieving this co-functioning as essential to successful transition programs at the postsecondary level. This holds true whether the transition is to further education or to employment (Chadsey-Rusch, 1985; Rusch, Mithaug, & Flexer, 1986; Switzer, 1985).

In this analysis, therefore, identification of cooperating agencies takes on considerable significance. Thus, initial application documents were examined to identify agencies to be involved with a given project. Any agency that was recorded was noted. Similarly, final reports, where available, were scrutinized to determine the cooperating agencies post facto. Table 2 indicates whether the agencies are proposed or actual. The absence of final reports for all projects made a full analysis difficult; however, because of the significance of the network function, the analysis was taken to the maximum degree possible.

All projects indicated the co-operation of at least one other agency, with six indicating an association with the modal value of three other agencies. Five employment projects were involved with local education agencies, one with a state education agency. Four projects cited vocational rehabilitation services as cooperating agencies, six businesses and/or business organizations, and five community colleges. Seven projects listed involvement with "other" agencies, including other universities, community agencies and/or associations for the disabled, a state higher education consortium, the office of deputy mayor, a state labor department, employment and guidance services, and a training and resource institute.

Within the educational group, three projects cited local education agencies, two vocational rehabilitation, one business. Other agencies included other university department services (on the project's campus), private schools, advocacy groups, state agencies, rehabilitation services for the visually handicapped, and a rehabilitation hospital.

The problems of nomenclature and function of these agencies have been resolved only to the extent that the projects clearly defined the nature of the cooperating agencies. In different states, agencies may perform similar functions in both the private and the public sector, but go under different nomenclatures. When a clear distinction was not made in the project documentation, agencies have been listed separately and not under the more generic labels. This may have resulted in some overlap; however, for the purpose of the analysis it was considered important to list the full range .

Another significant question raised by this kind of analysis is the extent to which the cooperating agency was involved with the project. A wide range of involvement was noted: from informal, once-only consultation, through formal referral of clients, to full partnership in service coordination and service delivery, with the implication of resource commitment or resource sharing. Thus, other dimensions of the analysis such as activities and outcomes, would have to be considered to qualify the exact status of the cooperating agency.

Population served—nature and age range. As noted, this first competition in the 84.078C series was framed in very broad, nonspecific terms. Section 625 (b) defines handicapped individuals in the following manner:

> For the purposes of this section the term "handicapped individuals" means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired individuals, or individuals with specific learning disabilities who by reason there of require special education and related services.

Such an open definition enables all persons requiring special education and related services to be served by projects. Similarly, projects may define their respective target populations.

As a consequence, minor difficuities resulted with the broader and more individualistic descriptors of the disabilities targeted by the various projects. At the risk of duplication, footnotes have been extensively used in Table 1 to provide classifications as close to the grantee's own labels as possible. Only in unambiguous cases was the more generic term used. Distinction is also made between projects proposing certain categories of disability to be served and those providing post facto information. A large number of projects placed no restrictions on the disability category to be served. Apart from programs for students with learning disabilities exclusively and one program for severely multidisabled persons, all projects served students representing at least three categories.

In the employment group, projects developing model programs to include learning disabled students were most numerous, numbering eight. Students with emotional disorders/mental illness and those with physical disabilities were served in seven and six projects, respectively. Students with mental retardation were included in five programs, while three programs served sensory-impaired and three traumatic brain-injured persons. Seven projects referred to categories of disabilities that did not easily fit into those already used. For example, two of these projects did not categorize at all, instead referring to "youths with handicapping conditions" and a "wide range of disabilities." Other terms included developmentally disabled, brain damaged and/or seriously socially/emotionally disturbed, severe/multiple disabilities, emotionally restored, victims of substance abuse, and health impaired.

Within the educational group, four projects developed programs for students with learning disability (three of them exclusively). In addition, the fourth project included students with traumatic brain injury, sensory impairment or physical disability (specifically, victims of multiple sclerosis), and persons described as having multiple impairments.

Of interest to the broader analysis is the possibility that the various categories may impose a kind of "categorical determinism," whereby postsecondary experiences are based upon category rather than upon an individual's potential and active performance.

The age range of the target populations in both the educational and employment groups was rather uniform. That is, programs generally targeted 18- year-old students and over, with little or no upper age limit. Thus, 10 projects indicated a lower age limit of 18 and no upper limit. One employment program specified a lower limit of 21 years, another a lower limit of 25 years (neither indicated an upper limit), and a third, students in the 18-21 year old range. One educational project targeted a closed age range by nominating secondary LD students in grades 10-12.

The absence of an upper age limit in most projects reflects the need to provide postsecondary programs with considerable flexibility. Thus, persons with disabilities often require more time to complete secondary programs or enter postsecondary services at various stages of maturity, either directly from a full-time educational setting or after employment, school drop out or any of a number of circumstances.

Project Purposes

Two sets of purposes were distinguished: (a) purposes that were clearly defined in the RFP documentation and/or the legislative and regulatory base; and (b) the interpretation of these as translated into purposes defined specifically by individual projects to match unique circumstances and perceptions of need.

Insert Table 3 about here

Six purposes were extracted from the documentation within the first set. Table 3 indicates the level to which each purpose was assigned. Purposes were as follows: (a) to achieve education of persons with disabilities with their nonhandicapped peers; (b) to improve work opportunity; (c) to establish a demonstration transition to work program; (d) to continue the project; and (e) to disseminate model project information

As shown in Table 3, all projects in both the employment and educational group claimed as their purposes the improvement of work opportunity, a proposed continuation of the project and dissemination of model project information. Two projects in the employment group and two in the educational group did not develop or operate a transition to work program. The greatest variation from OSERS' purposes was found in the area of the education of persons with disabilities with nonhandicapped peers. Only five projects in the employment group specifically stated adoption of this purpose despite the requirements set forth in Section 625 (a) (2) (B) of the legislation (see Appendix 1) and the RFP documentation (see Appendix 2). Of the four educational projects, three specifically addressed this issue.

Additional Purposes Cited by Projects

The second set of purposes were those cited by individual projects and reflecting more the specific project objectives. This extensive list of additional purposes was included because they were perceived by the individual projects to constitute the purposes of the respective projects. Therefore, they provide a more accurate description of projects at the individual level and, at the same time, a present basis for the analysis of outcomes and barriers.

Within this set, at the student/family level, employment projects referred to basic skills training, vocational needs assessment, student recruitment, and upgrading of positions for underemployed disabled persons.

At the program level, employment projects defined purposes as providing community-based employment experiences (three projects), program evaluation (one project), career planning (three projects), job placements (four projects), and assessing the effectiveness of community-based design (one project). Within the educational group, two projects indicated development of support services to assist students in completing formal tertiary qualifications, two projects development of techniques/methods/instructional strategies, two evaluation of the programs developed, and two utilization of computer technology. One project mentioned development of a model secondary school to university linkage program. All these purposes fall under the rubric of "improved transition to work." Thus, postsecondary education or training could be seen to be a means to this end, assuming that there is a correlation between level of educational achievement and level of employment.

At the organizational level within the employment group, purposes ranged from establishment of information clearing houses (n=2), consortium development (n=1), establishment of a permanent job fair in physical center (n=1), and model job club establishment (n=1), to inservice training (n=2) and linkages for continuing support in employment (n=1). At this level, the educational group purposes included establishing an information clearinghouse (n=1), inservice training to other agency personnel (n=1), and creating an interagency center (n=1).

Community level purposes were expressed in broader terms. Specifically, in the employment group, one project cited parent advocacy and training, another raising of employer awareness. In the educational group, one project specified as project purposes a reduction of the dropout rate, another inclusion of more students with learning disabilities in postsecondary education.

Project Activities

In the documentation associated with this competition, OSERS suggested a number of activities as guidelines for the projects. Of these, nine were identified (see Table 4) and placed across the four levels of impact as in Table 3. Additional activities suggested by individual projects constitute the second section of the table. As expected from the broad focus of the competition, a great variety of activities were described. For the purposes of the analysis, the activities were grouped into categories and distinguished through the use of footnotes, wherever possible.

At the student/family level, six projects within the employment group nominated activities to facilitate education of students with nondisabled peers. This activity was included to enable comparisons with the purposes listed in Table 3 and because of the emphasis given to this area in the OSERS guidelines and legislation. Four major activities were identified at the program level: nine projects identified activities that expanded postsecondary educational resources and services, all projects (n=10) listed evaluation activities, two programs mentioned curriculum activities that were specifically directed towards attitude improvement, and three programs generated innovative activities and/or research questions. Only cases giving specific attention to these activities were recorded. With respect to attitude improvement, for example, this was noted as a positive by-product by some projects, but was not listed as a specific activity.

Projects within the educational group listed facilitation of education with nonhandicapped peers (n=2), expansion of postsecondary resources and services (n=4), project evaluation (n=4), curricula to develop improved attitudes and understanding (n=2), and innovative activities and/or research questions (n=3).

At the organizational level, all employment projects (n=10) engaged in both dissemination activities and activities designed to improve placement linkages. Seven projects addressed the formation of consortium and cooperative functions, while eight offered technical assistance as an outreach activity. Educational group projects, in turn, referred to activities for project dissemination (n=4), improvement of interagency placement linkages (n=2) promotion of consortium functions (n=3) and technical assistance (n=3)

OSERS did not suggest activities thought to be significant at the community level; however, many of the listed activities have implications for community-level functioning.

Insert Table 4 about here

Additional Activities Cited by Projects

With respect to the significantly greater number of activities proposed by individual projects, at the student/family level, four projects in the employment group anticipated assessment of vocational placement and/or transition needs, two proposed training for parents, one defined direct instruction in interpersonal and life skills, and two wanted to assess vocational skill levels. Also at this level, projects in the educational group proposed assessment of vocational needs (n=l) and assessment of academic needs related to post secondary settings (n=3).

At the program level, within the employment group, one project proposed development of a database of clients and job positions, five training in career planning (career skills), while three planned to develop formal individual transition/education plans. Further, two projects identified active recruitment of students or outreach activities to involve persons with disabilities not in existing formal programs; one project offered support services in the form of direct instruction, three through a job coach. Two projects provided support services following initial training or placement, five placement services for employment, and one indicated establishing and operating a permanent center to serve as a job fair.

Educational group projects cited assessment of vocational/transition needs (n=1), assessment of academic learning needs (n=3), career skills planning and training (n=1), individual formal plan development (n=3), direct instructional instructional support (n=2), and job placement services (n=1).

At the community level, three projects, all within the employment group, identified activities to provide information to or improve the attitudes of the business community regarding persons with disabilities.

The activities common to both groups are noteworthy. The individual plan development received greater proportional attention within the educational group (75% vs. 33.3%), although one plan in the former group related only to future employment. Further, assessment of vocational needs was found in both groups as was career planning, instructional support, and and job placement. Activities relating to wider areas of influence, namely the organizational and community areas, occurred predominantly within the employment group. This is not unexpected, given the more immediate, formal course needs of educational group projects. In addition, it may indicate that this type of project continue to restrict such activities, hence reducing transition effectiveness.

It should also be noted that the majority of activities in both OSERS- and project-suggested activities related to the program level. The implications of this preoccupation with program-level activities will be discussed with respect to project outcomes in a later section of this analysis.

Significant activities associated with project administration, for example, the use of an advisory or management structure were not included in these activities, but in the outcomes section. Because they were considered as means of facilitating the activities and, thus, realizing the outcomes, with respect to their analysis, they are associated with outcomes.

Project Outcomes

Final reports served as the principal source of data for identification of project outcomes. For projects from which final reports were not available, and whose continuation applications did not provide substantive supporting evidence, no outcomes were listed even though it may have been possible to assume some of them from previous documentation.

Due to the broad base of the competition, only general statements could be made with respect to anticipated project outcomes. Five outcomes were described as summarizing OSERS' position. These appear at the beginning of Table 5. The remainder of the table is devoted to an analysis of outcomes described by individual projects across the four levels of impact used in previous tables. Evaluation activities conducted by the projects (often by persons external to the project) were considered an additional basis for describing these.

Insert Table 5 about here

At the student/family level, OSERS required an outcome of education or training with nondisabled peers and an improved work opportunity. In this competition, which consisted of a mix of postsecondary, college-based education programs and such employment supports as job clubs or supported employment utilizing job coaches, impact in these areas was varied without necessarily being inappropriate. For example, college support programs, which aimed at improved academic success, had a more indirect affect on work opportunities than a project designed to achieve job placement, training, and continued support. This contrast must be considered in this analysis. Three projects in the employment group and all four in the educational group claimed education or training with nondisabled peers, while six employment projects and two educational projects claimed improved work opportunities. At the program level, OSERS required development of a model program of support services and attempted project continuation. Five employment projects and all four educational projects indicated development of a model support services demonstration project. For a program to qualify as such, evidence was required that replication would be possible on the basis of available documentation. In addition, evidence of project success was required. Two employment projects reported continuation of the project, with a third reporting continuation of some project aspects by other agencies. Three educational group projects reported continuation in some form.

At the organizational level, dissemination of model project information to assist replication was achieved by six of the employment projects and all four educational group projects. Grantees, particularly universities, took advantage of existing professional publication networks and professional development organizations to produce newsletters, papers, conference presentations, and submissions to professional journals. Workshops were also presented. Private organizations utilized a similar range of activities, to a lesser extent.

Some grantees sought to enhance their dissemination with production of audiovisual packages including videotape production. One project was supported in the production of a videotape as part of a formal television correspondence course.

Based on these five outcomes alone, the competition achieved its objectives. However, some qualifications need to be stated. Specifically, narrower, more precise competition guidelines are required to increase the probability of a greater focus on such areas as transition to work or expansion of work opportunities. Through planned research, the long-term impact of the college education programs, in particular, could be evaluated as a means of determining improvement of work opportunities. Similarly, in programs targeting only a particular group of persons with disabilities, the long-term effects with respect to facilitation of education, training, and placement with nondisabled peers could not be determined by this competition.

Additional Outcomes Cited by Projects

Additional reported outcomes, specifically tied to individual projects, built upon the general framework of the OSERS-determined outcomes. As with the activities conducted to produce these outcomes, individual projects generated a wide variety of outcomes which were more finely grained and specific in scope.

At the student/family level, six employment projects achieved assessment of transitional needs, four claimed improved job placements, and one upgraded employment positions. In addition, five projects developed formal individual student records and planning, while one designed formal individual transition plans. Some projects achieved similar purposes through vocational exploration in courses or individual counseling structures. Two projects achieved parent support and training outcomes and formal educational diagnosis and assessment were achieved in another two projects. A distinction is made between group assessments and formal testing for the purposes of evaluation or research, which were not recorded here and the individual assessment for formative educational purposes which were included.

Within the educational group, improved job placements were claimed in one project, transitional needs were formally assessed in another, while individual student planning and record keeping were achieved in three projects. Improved academic skills were claimed for students participating in three projects, educational diagnosis and assessment was achieved in two, and a formal transition plan was developed in one of the projects. Finally, parent support and training was an outcome of on project within this group.

At the program level, the number of individuals served could be determined for all but three of the 14 projects, even in the absence of some final reports. Figures for projects without final reports should be interpreted with caution, however, as allowance for variation as a result of natural attrition or additions or changes in project operations could not been made. Within the employment group, an analysis of the available statistics showed three projects serving almost exactly the numbers anticipated, three projects overestimated their numbers, while one underestimated the numbers. For three projects, no final figures were available. Of these, project #109 listed potential impact populations rather than realistic numbers, although the justification for the project in terms of the competition parameters needed to be established. Based on these findings, clearer questions need to be formulated to provide applicants an opportunity to indicate potential populations for eventual impact and the realistic numbers applicable in a model demonstration project.

In the educational group, two projects underestimated their numbers, one overestimated its numbers, and in the case of project #110, initial figures indicated potential impact numbers, the second number, actual number of clients served.

At the program level for the employment group, other outcomes included operation of an administration and or advisory structure in six projects. In the case of project #112, an existing council was utilized. The authors of the report for project #107 noted that, although advisory groups to job clubs proved helpful at the three campus sites involved, they regarded their existence as unnecessary. One project reported development of a curriculum related to specific work skills; the same project also developed a curriculum related to work-associated personal skills (interpreted as a social skills program). Four programs reported implementing curricula for specific work skills and one the curriculum for social skills. Inservice training was conducted by two projects, while another project developed training products and programs. Teacher and/or student attitude improvement was reported in two projects, and job sites were developed in two. Further, two projects identified areas for research, one project developed a formal screening instrument, and one designed a secondary school program.

Within the educational group, three projects reported operating advisory/management structures. In addition, curricula were developed for support services and management (two projects), as well as academics (two projects). In addition, one project implemented work skills curriculum, two conducted inservice programs, three identified further research areas in the social domain and the effects of technology-assisted programs, while three projects undertook formal research. This high proportion of the latter activity is not unexpected, given the research orientation of most universities. Two projects reported improved attitudes, one reported developing a technology-assisted program, and one the production of a comprehensive list of computer-related assistive devices. Finally, one project developed a summer transition course for college-bound LD secondary students.

At the organizational level, in the employment group, one project recorded improved other agency support and attitudes, while establishment of some level of consortium/ networking functioning was reported by five projects. Finally, the development of referral processes was reported by two projects.

Within the educational group, development of referral procedures was noted by two projects and establishment of a consortium/networking function was reported in two projects. At the community level, three projects, all within the employment group, reported improvement in community attitudes.

Barriers Cited by Projects

A large number of barriers (n=28) were extracted from the continuation and final reports representing both the employment and the educational groups. Placed across the four levels of impact adopted in the tables, the distribution is as follows: six barriers at the student/ family level, 13 at the program level, five at the organizational level, and four at the community level. Some of these barriers have implications for more than one level of impact. For purposes of this analysis, the allocation reflects the grantee's perceived level when this was stated or otherwise obvious from comments in the documents. When it was not so obvious, a value judgment was made on the basis of a reading of all project-related documents.

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Insert Table 6 about here

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The majority of barriers operated at the program level. This may be an artifact of the competition itself, which lacked definitive guidelines within clear, manageable areas. The spectrum of activities possible in the area of postsecondary education is constantly expanding. In addition, it is made more complex by the range of possible combinations of agencies. Questions regarding basic philosophical issues such as the nature and purpose of education, the relationship between education, training, and support to employment, and all the resulting combinations require clear definition to ensure understanding on the part of service providers before delivery of service begins. Yet, there is a need for flexibility and the capacity to change both philosophically and programmatically within activities where there is little previous experience. Since the competition encouraged innovation, both successes and failures should be expected. Consequently, the total number of barriers should not be interpreted as unusually high. The preponderance of barriers at the program level, however, might suggest that greater strategic planning or other management techniques could lead to solutions.

The four barriers not frequently found in the combined employment and educational groups all occurred at the program level. Lack of appropriate personnel was cited by three projects in the employment group and one in the educational group. Inadequate time for instruction, training, or placement was cited by four projects, all within the employment group. Unrealistic goals were reported by three projects, all within the employment group. Further, lack of financial resources was reported in two employment projects and one educational project. Two projects (#112 and #114) cited both unrealistic goals and inadequate time. These four barriers are not unrelated. Thus, collapsing them would seem to support a general "resource" factor.

Other barriers at the program level within the employment group included lack of appropriate entry data regarding clients for diagnosis (n=1), and failure to develop anticipated peer-group support mechanisms (n=1). The nature and severity of the mix of handicapping conditions (n=1), failure to match client interest with job (n=1), and lack of selection procedures to direct students to more suitable programs were the final barriers impacting at this level for the employment group.

Within the educational group at the program level, two technology-related problems occurred: two projects cited lack of familiarization or training with technology as a barrier, whereas one project cited lack of technological information.

At the student/family level, seven barriers were described, all within the employment group. Five related specifically to client characteristics or related situations, four of them cited by the same project (see Table 6). The final two barriers related to the lack of parental support and the lack of a social/emotional support system between the client and the general community. Both of these barriers were reported by the same project. The client characteristics or client situations perceived as barriers included: the student remaining voluntarily at the same level within the project (1), a lack of student commitment or motivation (2), peak performance reached prior to entry to project (3), inability to seek employment because of family (4), and lack of understanding of the nature of the disability by the client (5).

At the organizational level, only one barrier was reported by a project in the educational group; the lack of systematic channels of communication between regular and special education. Within the employment group, two projects mentioned barriers related to an inability to access and attract the target population to programs. Other barriers included lack of information among employers and placement agencies (n=1), the presence of existing (segregated) institutions (n=1) and the lack of an ongoing linkage/support system (n=1).

The importance of coordination among agencies in the area of transition to work has been identified as a critical factor in transition programs. The comparatively few barriers cited at the organizational level in this competition, therefore, is surprising. In attempting to interpret this finding, an explanation may be that a number of projects did not achieve the intensity of interagency linkages despite the intent to establish networking or consortium functions. This is understandable, for example, in a college level program which focused on an internal, self-contained program of more formal education.

At the community level within the educational group, only one barrier was reported: the slow dissemination of information to the business community. Within the employment group, economic and legal disincentives to full-time employment were cited as a barrier by two projects and negative attitudes from employers were reported by another project.

The comparatively small number of barriers from the educational group is to be expected, given the much more complicated interfacing demanded in the employment oriented projects.

If the barriers found in both groups are considered in combination, similar clusters of barriers have been revealed by analyses of other competitions. For example, Gajar et al. (1990) found that the two most frequently cited barriers in their competition (CFDA 84.078B) related to staffing and scheduling. The relationship to the present is strong, as analysis personnel and lack of time were the frequently cited barriers. Similarly, in an analysis of competition CFDA 84.158C, Rusch et al. (1990) described personnel and funding as the most frequently cited barriers. Gonzalez (1990) found in an analysis of competition CFDA 84.023G that lack of interagency cooperation and personnel barriers were the most frequent. On the other hand, Wilson (1990) described lack of transportation and attitudes of family and employers as the most frequent barriers in the analysis of the four projects in CFDA 84.128A.

The difference between guidelines across competitions may influence the barriers most likely to emerge. The significance here, however, is that across the competitions, certain common trends with respect to barriers seem to be emerging. Further analysis would be instructive for such areas as policy development and implementation.

Summary Observations

Competition CFDA 84.078C is one of a number of ongoing competitions representing the Federal government's initiative, through the Office of Special Education and Rehabilitation Services, to address the problems of youth and adults with disabilities at the stage of transition from secondary education. In competition guidelines stressed the pragmatic and philosophic need to access generic services. The practical economic and social advantages of making generic services responsive to the needs of persons with disabilities complement the philosophical tenets of education, training, and placement in normalized settings alongside nondisabled peers.

Reflecting the dualism in the competition guidelines, the projects in this competition adopted one of two broad approaches: support of postsecondary formal education of students with disabilities (the educational group) or support to career awareness, career preparation, job placement, and/or employment maintenance (the employment group). Both approaches implied the need to address the realities of the transitional phase.

In the first approach, although it received attention, career orientation was secondary to the support for completion of college qualifications or for preparation of students for the transition to college programs. Activities focused upon alternative supplementation of regular academic activities using, for example, technology, curricula, direct instruction or a combination of these as the facilitating medium. This approach assumed, without really testing the proposition, that further pursuit of formal qualifications would improve the work opportunity of the students concerned. Several projects attempted, through assessment procedures, to assure a match of student capability, motivation, and interest to courses. The match of course to work possibly was less frequently explored, pointing to a potential barrier to success using this approach. As a result of activities conducted under this competition, however, certain projects reported that better self-awareness led to decisions to pursue courses other than the one intended. As an outcome, this realism is positive.

The second approach addressed employment as a focus, interpreting "postsecondary education" in a broad manner to suit grantees' individual objectives.

The following summary observations are offered concerning this competition:

1. A direct and positive focus was not generally given to the education or training with nondisabled peers as a first priority. Rather, focus was upon direct support to the disabled group of students with the implication that such support would indirectly lead to integration.
2. True cooperative, consortium functioning involving significant resource sharing and a commitment to joint service delivery seldom occurred, reflecting the conscious or unconscious inertia of organizations in an effort to protect their own activities. The design of the competition itself tended to be supportive of, for example, university structures expanding their own services rather than seeking models of balanced interagency action. (Note: It is not intended to suggest that a great deal of interagency contact or communication and cooperation was not found at many levels. However, projects did not indicate the significant structural restructuring required in an innovative fashion.)

3. The very broad basis of competition guidelines may unwittingly have allowed grantees to shape the competition to parochial purposes and therefore away from the original purposes of the competition. This possibility is particularly evident in the analysis of the barriers. Therefore, more specific parameters are called for. Concomitantly, however, flexibility must be allowed to encourage innovation and permit idiosyncratic circumstances to be addressed .
4. The project information generated was considerable, if not overwhelming. For purposes of replication, however, a different level of synthesized knowledge is required. This must be generated on the basis of research seeking to identify "most useful information."
5. The wide range of project purposes, activities and outcomes reflects the complexities of transition from secondary education. Future competitions may achieve greater probability of success and replicability, if guidelines were directed to more specific subsets of postsecondary support functions. Item #3 above should be considered in tandem with this observation.

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Table 1

Sources of Data for Model Projects (CFDA 84.078C)

	Employment										Educational			
Project	101	103	106	107	108	109	112	113	114	115	104	105	110	111
Sources of Data for Descriptive Competition Analysis (CDFA 84.078C)														
1. Initial application for funding	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Application for continuation of funding	X		X[b]							X	X	X	X	
3. Final report	[a]	X		X			X		X	X	X	X	X	X
4. Project Characteristics Questionnaire	X p80	X p41	X p82	X p86	X p57	X p85	X p31	X p84	X p78	X p11	X p27	X p83	X p84	X p37

[a] No Final report was written. Summary statistics were received following personal communication.

[b] Continuation application viewed as an interim report for purposes of analysis.

Table 2

Demographic Characteristics of Model Projects (CFDA 84.078C)

	Employment										Educational			
Project	101	103	106	107	108	109	112	113	114	115	104	105	110	111
Region														
Northwest	X	X	X			X							X	
Southeast									X					
Midwest				X	X		X	X			X	X		
Northwest														
Southwest														
West										X				X
South														
Primary Grantee														
Local Education Agency														
State Education Agency														
University	X			X	X	X			X	X	X	X	X	X
Private Not-For-Profit		X					X	X						
Vocational Rehabilitation														
Other			X											
Annual funding in Thousands														
0-50							X		X					
50-100		X	X	X	X	X		X		X	X	X		
100-150	X												X	X
150-200														
200+														
Duration in months														
12			X	X		X		X						
24	X								X			X	X	
36		X			X		X			X	X			X
Cooperating Agencies														
Local Education Agency			X^{w}			X^{v}		X^{v}	X^{w}	X^{w}		X^{w}	X^{w}	X^{w}
State Education Agency							X^{w}							
Vocational Rehabilitation		X^{w}					X^{w}		X^{w}	X^{w}		X^{w}		X^{w}
Mental Health														
Business	X^{v}	X^{w}	X^{w}			X^{v}	X^{w}		X^{w}		X^{w}			
Community College	X^{v}	X^{w}	X^{w}	X^{w}	X^{v}									
Other	$X^{v,x}$	$X^{w,y}$	$X^{w,y}$		$X^{v,j}$	$X^{v,m}$	$X^{w,z}$			$X^{w,aa}$		$X^{w,e}$	$X^{w,p}$	$X^{w,r}$
Population Served														
Mental Retarded				X^{w}		X^{v}	X^{w}	X^{v}		X^{w}				
Traumatic Brain Injured			X^{v}	X^{w}		X^{v}								X^{w}
Mentally Ill/ Emotionally Disordered	X^{v}	X^{w}	X^{v}	X^{w}		X^{v}		X^{v}		X^{w}				
Sensory Impaired				X^{w}		X^{v}				X^{w}				X^{w}
Physically Disabled	X^{v}	X^{w}		X^{w}		X^{v}		X^{v}		X^{w}				X^{w}
Learning Disabled/	X^{v}	$X^{w,b}$		X^{w}		X^{v}	X^{w}	X^{v}	X^{w}	X^{w}	X^{w}	$X^{w,f}$	X^{w}	X^{w}
Behaviorally Disordered				X^{w}		X^{v}	X^{w}							

Table 2 (continued)

	Employment										Educational			
Project	101	103	106	107	108	109	112	113	114	115	104	105	110	111
Age Range														
0-14														
14-16														
16-18													X[q]	
18-21			X[h]	X[d]	X[l]	X[o]	X[c]	X[c]	X	X	X	X		X
21-25	X[a]			X[d]	X[l]	X[o]	X[c]	X[c]	X	X	X	X		X
25+	X[a]	X[ab]		X[d]	X[l]	X[o]	X[c]	X[c]	X	X	X	X		X

[a] No age range specified - college graduates or near-graduates.

[b] Nondisabled population served included displaced homemakers and men at midlife crisis.

[c] No age range specified - population served described as adults - assumed 18+.

[d] Age not specified; Population described as college students 18+, at or near graduation at two colleges; a wider range at third.

[e] Existing campus department services. (Note: Large number of inquiries from parents.)

[f] Target population described as mildly LD.

[g] Target population described as brain damaged and/or seriously socially/emotionally disturbed.

[h] No age range specified - assumed 18-21 for the majority of clients. (Case studies 18-20-year-olds.)

[i] Wide range of disabilities served. (Chicago included developmentally disabled.)

[j] Consortium of Ohio Council for Higher Education.

[k] Students with severe/multiple disabilities.

[l] Majority of students expected to be in 18-35 age range.

[m] Includes Office of Deputy Mayor, State Labor Department, Federation Employment & Guidance Service, City University of New York, City Department of Employment.

[n] Target population described as "youths with handicapping conditions."

[o] Three target groups - graduates and nongraduates in past two years and students in last two years of high school.

[p] Includes private schools, agencies, and advocacy groups.

[q] No age stated - target population is grades 10-12 in high school.

[r] Includes other university departments and rehabilitation services for the visually handicapped and rehabilitation hospital.

[s] Population included multiple sclerosis victims and multihandicapped.

[t] Target group estimated 50% mentally retarded, 20% emotionally disturbed, 30% other, including victims of substance abuse, visually or hearing impaired, or physically disabled.

[u] Program stated to be for severely handicapped individuals including health impaired.

[v] Proposed (application document).

[w] Actual (final report or verified from continuation application [#106]).

[x] Other universities.

[y] Community agencies and/or associations for the disabled.

[z] State agencies.

[aa] Colorado State University, Rocky Mountain Resource and Training Institute, Colorado Division of Developmental Disabilities.

[ab] Range 21-67 - median 31.5 yrs.

Table 3

Purposes Stated in OSERS RFP and Purposes Cited by Model Projects (CFDA 84.978C)

	Employment										Educational			
Project	101	103	106	107	108	109	112	113	114	115	104	105	110	111
Purposes Stated in OSERS RFP and Cited by Projects														
Student/Family Level														
- Education with nonhandicapped peers		X[b]				X[d]	X	X[h]	X[i]		X		X	X
- Improve work opportunity	X	X	X	X	X	X	X	X[o]	X	X	X	X	X	
Program Level														
- Demonstration transition to work program		X	X	X[c]	X		X	X	X	X	X	X		
- Proposed continuation of project	X	X	X	X[c]	X	X	X	X	X	X	X	X	X	X
Organizational Level														
- Dissemination of model project information	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Community Level														
Additional Purposes Cited by Projects														
Student/Family Level														
- Basic Skills training			X											
- Student recruitment to program	X													
- Employment upgrading		X[a]												
- Vocational needs assessment										X				
- Affective skills training			X											
Program Level														
- Support services to assist students in completing postsecondary formal qualification (e.g., degree)												X		X
- Community-based employment experiences			X					X[n]		X				
- Techniques/methods instructional strategies										X[j]		X[f]		
- Program evaluation				X							X[p]	X		
- Utilization of computer technology to assist disabled students											X			X
- Development and demonstration of model													X	
- Secondary school to university linkage program														
- Career planning					X				X	X				
- Job placements					X			X	X	X				
- Assessment of effectiveness of community based design								X[g]						
- Job development/analysis										X				

Table 3 (continued)

	Employment										Educational			
Project	101	103	106	107	108	109	112	113	114	115	104	105	110	111
Organizational Level														
- Establish a data-based clearinghouse and/or information center	X					X								X
- Develop a consortium	X													
- Establish model job clubs				X										
- Provide inservice training to other agency personnel						X			X[k]				X[l]	
- Establish interagency center						X[e]								X
- Establish collaborative arrangements to ensure continuing employment support										X				
Community Level														
- Carry out parent advocacy and training						X								
- Enhance employer awareness					X									
- Increase number of LD students in postsecondary education													X[m]	
- Reduce dropout rate														X

[a] Focus upon hi-tech job clusters for training.

[b] Reverse mainstreaming proposed as a model for vocational rehabilitation.

[c] Responsibility for operation and continuation to rest with three colleges in the consortium, not the grantee.

[d] Application refers only to serving "able-bodied and disabled" - not strictly an education with nonhandicapped.

[e] Establishment of a physical center as a permanent job fair for disabled persons, employers, parents, and other agencies.

[f] High school curriculum foundation to be developed.

[g] Demonstrate effectiveness of community-based design for developing occupational skills and work adjustment.

[h] Support services directed to disabled workers in competitive work settings - nondisabled co-workers to receive assistance/information.

[i] Generic college services to be used - not strictly education with nondisabled students.

[j] Includes testing use of microcomputer, voice recorders, and video recorders with LD students.

[k] Vocational rehabilitation personnel, teachers, and vocational evaluators.

[l] Awareness raising of high school staff about LD students' needs.

[m] Includes advocacy for postsecondary education as an option for LD students.

[n] Direct training in supported competitive work settings.

[o] Provide a continuum of services to LD adults to improve employability.

[p] Evaluation of varied media curriculum in writing. Stated specifically.

Table 4

Activities Stated in OSERS RFP and Activities Cited by Model Projects (CFDA 84.078C)

	Employment										Educational			
Project	101	103	106	107	108	109	112	113	114	115	104	105	110	111
Student/Family Level														
- Facilitation of education with nonhandicapped peers		X				X[g]	X[k]	X[k]	X	X[k]	X			X
Program Level														
- Expansion of postsecondary educational resources and services	X		X[c]	X	X	X	X	X	X	X	X	X	X	X
- Project evaluation	X	X	X[d]	X	X	X	X	X	X	X	X	X	X	X
- Development of curriculum to improve attitudes and understanding					X				X			X	X[i]	
- Innovative activities and/or research questions	X[a]				X[f]				X		X		X	X[j]
Organizational Level														
- Outreach - Disseminate program information	X	X	X	X	X	X	X	X	X	X	X	X	X	X
- Improvement of inter-agency placement linkages	X	X	X	X	X	X	X	X	X	X		X[b]	X[h]	
- Promotion of consortium and cooperative functions	X			X	X	X	X		X[l]	X		X	X	X
- Technical assistance	X		X	X	X	X	X		X	X		X	X	X
Community Level														
Additional Activities Cited by Projects														
Student/Family Level														
- Assessment of vocational placement/transition needs	X		X						X	X		X		
- Assessment of academic												X	X	X
- Learning needs in postsecondary setting														
- Parent training			X			X								
- Direct instruction of social skills			X											
- Vocational skill assessment							X		X					
Program Level														
- Database of profiles of clients and job positions	X													
- Career skills planning and training		X		X	X				X	X	X			
- Individual plan			X						X	X[m]	X[n]	X		X
- Student recruitment (unemployed graduates)	X								X					
- Instructional support services					X[e]								X	X
- Job coach support							X	X		X				
- Support services following placement and/or training								X		X				
- Job placement					X		X	X	X	X			X	
- Permanent job fair center						X								

Table 4 (continued)

	Employment										Educational			
Project	101	103	106	107	108	109	112	113	114	115	104	105	110	111
Organizational Level														
Community Level														
- Information to business community and promotion of positive attitudes			X		X		X							

[a] Limited to questions about employability for database purposes.

[b] Limited to job-seeking strategy training on campus - indirect benefit to placement linkages.

[c] Not an educational program for academic/formal qualifications.

[d] Project evaluation through student achievement tests and surveys.

[e] Formal courses proposed in career planning and placement (cf. tutoring/instruction in mainstream courses).

[f] Limited to those generated by the four project objectives.

[g] Reference made to serving both disabled and able-bodied; not strictly facilitation of integration.

[h] To the extent that participation in an educational program (1) is a postsecondary placement; (2) assumes greater improvement of work placement opportunity.

[i] Outreach to high school staff regarding needs of LD college students.

[j] Innovative applications with computer and allied technology.

[k] Community-based training sites or competitive work placements regarded as integrated settings.

[l] Proposed cooperative activities limited to contacts with community employment agencies, vocational rehabilitation, and employers.

[m] Individual planning proposed - a formal vocational plan not defined.

[n] Individual student employment plan only.

Table 5

Outcomes Stated in OSERS RFP and Outcomes Cited by Model Projects (CFSA 94.078C)

	Employment										Educational			
Project	101	103	106	107	108	109	112	113	114	115	104	105	110	111
Outcomes Stated in OSERS RFP and Cited by Projects														
Student/Family Level														
- Education/training with nondisabled peers		X^{g}					X			X	X	X	X	X
- Improvement of work opportunities	X		X^{l}	X			X		X	X		X^{j}		X^{t}
Program Level														
- Continuation of project				X					w	X		X	X	X
- Support services and demonstration project		X		X			X		X^{aa}	X	X	X	X	X
Organizational Level														
- Dissemination of information to facilitate replication	X^{ad}	X		X			X		X^{x}	X	X	X	X	X
Additional Outcomes Cited by Projects														
Student/Family Level														
- Transition needs assessment	X		X^{l}	X			X		X	X	X^{i}			
- Improved job placements				X^{m}			X		X	X				X
- Individual student records and planning		X	X				X		X	X		X	X	X
- Improved academic skills											X^{h}		X^{o}	X^{v}
- Educational diagnosis/ assessment				X					X			X		X
- Formal transition plan										X			X	
- Parent support/training			X						X				X	
- Employment upgraded		X												
Program Level														
- Identify number of individuals served (Anticipated/Actual)[a]	577 491	135 133	15 13	75 74	100 c	7000 c	20+[b] 102	30 c	300 126	55 34	72 59	80 128	18402[d] 53	50[e] 84
- Operate Advisory/ Management Board	X	X		X^{ae}			X^{af}		X	X		X	X	X
- Develop curricula -														
specific work skills;		X												
work-related personal skills		X												
support service; and management												X		X^{u}
academic domains											X		X	
- Implement curricula -														
specific work skills;		X					X		X	X^{ab}				X
work-related personal skills		X												
- Conduct inservice training				X					X			X	X	
- Identify research areas				X					X		X	X		X
- Undertake research											X		X^{p}	X

Table 5 (continued)

	Employment										Educational			
Project	101	103	106	107	108	109	112	113	114	115	104	105	110	111
- Attitude improvement in students/teachers				X					X				X[r]	X
- Develop service personnel training products and/or programs										X				
- Establish technology assistance program														X
- Develop job sites							X			X				
- Develop secondary school programs									X					
- Other									X[y]			X[k]		X[s]
Organizational Level														
- Affect attitude improvement in other agency										X				
- Referral procedures									X[z]	X[ac]		X	X[q]	
- Establishment of consortium/network	X[f]			X			X		X	X			X[n]	X
Community Level														
- Attitude improvement in community				X			X			X				

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[a] Where estimates were presented as a range, the upper limit is reported.

[b] First-year estimate.

[c] No final or continuing report available.

[d] Potential number of LD students in NY city and two adjacent counties that could be assisted by program outcomes. The number (53) in actual treatment is the total number of students in the samples at selected high school sites.

[e] Number of students utilizing the center in January, 1988. (This number increased to 148 in first semester of 1988-89 beyond the funding period.)

[f] A total of 88 postsecondary institutions were involved.

[g] Reverse integration model - nondisabled students invited to join courses.

[h] LD students achieved acceptable levels of writing performance and demonstration growth in these skills.

[i] Limited to general awareness raising of career options for LD students. Little student motivation reported for career component.

[j] Eight graduates during period of report - all employed.

[k] Summer course for graduating high school LD students in transition to college.

[l] Information taken from interim report.

[m] Improved employment rates from two of the three college project sites for job club members.

[n] Collaborative task forces - established linkages with secondary schools.

[o] Cautious interpretation of results urged because of complexity of issues - gains in reading noted at Year 11 and 12 levels.

[p] Impact on university faculty determined through questionnaire.

[q] Extensive publications to facilitate transition (11 titles in position paper series).

[r] More positive student attitudes anticipated, but not directly assessed. Secondary teacher attitudes improved - specifically determined through evaluation activities.

[s] Computer-related assistive product list developed.

[t] Students placed in internships in center (5) and in business community (4).

[u] Replication manual developed.

Table 5 (continued)

[v] Caution urged in assuming that replication would produce similar results.
[w] Continuation of some services to LD persons achieved through other agencies.
[x] Materials on curriculum not developed or disseminated.
[y] Formal screening instrument developed.
[z] Referral procedure to vocational rehabilitation agency developed.
[aa] Job coach model success reinforced.
[ab] Includes on-the-job/site training.
[ac] Referral process to assess need for supported employment.
[ad] Limited dissemination as indicated in continuation application - detailed conference and workshop plans outlined.
[ae] Advisory boards formed at each campus. Final report indicates helpful but not necessary.
[af] Existing advisory council used for project.

Table 6

Barriers Cited by Model Projects (CFSA 84.078C)

	Employment										Educational			
Project	101	103	106	107	108	109	112	113	114	115	104	105	110	111
Barriers Cited by Model Projects (CFSA 84.-78C)														
Student/Family Level														
- Student remaining voluntarily at same level		X												
- Lack of student commitment/ motivation to complete course		X												
- Peak performance reached prior to entry in course		X												
- Inability to seek employment because of family	X													
- Lack of client understanding of disability									X					
- Lack of parental support										X				
- Lack of social/emotional relationships between supported client and general community										X				
Program Level														
- Lack of appropriate personnel to achieve coordination/training	X						X	X			X[f]			
- Unrealistic goals		X					X		X					
- Lack of technological information														X
- Lack of appropriate entry data for diagnosis		X												
- Lack of selection procedures to direct students to more suitable programs.			X											
- Lack of appropriate familiarization/training with technology											X			X
- Ineffective curricula											X			
- Insufficient financial resources				X[b]			X					X[a]		
- Inability to delivery one-on-one training														X
- Inadequate time for instruction/training/placement				X			X		X	X				
- Mismatch between client interest and job									X					
- Failure to develop anticipated peer-group support mechanisms				X[g]										
- Nature and severity of handicap mix			X											
Organizational Level														
- Channels to develop communication between regular and special education personnel not provided systematically in regular schools													X	

Table 6 (continued)

	Employment										Educational			
Project	101	103	106	107	108	109	112	113	114	115	104	105	110	111
- Lack of information in placement agencies and employers									X[c]					
- Inability to access population and attract to programs				X[e]				X[d]						
-Existence of institutions (sheltered workshops) - philosophical and resource competition									X					
- Lack of ongoing support/ linkage system										X				
Community Level														
- Slow dissemination of information to business community														X
- Economic and legal disincentives to full-time employment				X					X					
- Negative attitudes from employers				X										

[a] Lack of funds to enable advisory board members to travel to meetings.

[b] Transport costs, relocating support services.

[c] With respect to LD handicapping condition.

[d] With respect to LD handicapping conditions.

[e] Related to a variety of handicapping conditions.

[f] Lack of experience in computer trainer.

[g] Within job club.

A Descriptive Analysis of Competition 84.078B: Postsecondary Model Programs

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Running Head: CFDA 84.078B

Abstract

A descriptive analysis was conducted of 15 postsecondary programs funded in 1984 by the Office of Special Education and Rehabilitation Services under the Postsecondary Education Programs for Handicapped Persons (84.078B) competition. Findings indicate that all funded programs addressed aspects of the primary purpose of the competition: the development of a postsecondary transition model. Project activities included assessment, participant training, outreach activities, and dissemination. Barriers to program effectiveness related to identification of students with learning disabilities, personnel recruitment, scheduling, unrealistic expectations, interagency cooperation, and inservice attendance.

A Descriptive Analysis of Competition 84.078B:
Postsecondary Model Programs

A descriptive analysis was conducted to identify criteria and instrumentation for evaluating the educational outcomes of participants served by federally funded projects dealing with mildly handicapped students' transition to postsecondary education and adulthood. Data sources consisted of the reports and materials of programs initially funded by the Office of Special Education and Rehabilitation Services (1984) under the Postsecondary Education Programs for Handicapped Persons (84.078B) competition.

In 1984, the Office of Special Education and Rehabilitative Services (OSERS) requested grant applications under Part C of P.L. 98-199 (Education of the Handicapped Act Amendments of 1983) for Postsecondary Education Programs for Handicapped Persons. The application stated:

> The purpose of this competition is to stimulate the field of higher education to conduct projects that will enhance postsecondary possibilities for mildly mentally retarded and learning disabled persons especially to assure that demonstrated models for these handicapped populations are available to those concerned with their continuing educational needs. (p. C1)

The closing date for receipt of applications was July 6, 1984. The average award was anticipated at $150,000 for support of approximately 15 projects for up to three years.

The purpose of this article was to analyze the demographic characteristics, purposes, activities, outcomes, and barriers to program effectiveness associated with the projects funded under this program.

Method

Data Sources

Several documents were used as sources of data for this study, including (a) the original Request for Proposal (RFP) for the competition; (b) the original grant proposal for each funded model program in the competition; (c) information reported in the 1986, 1987, and

1988 editions of Compendium of Project Profiles compiled by the Transition Institute at Illinois (Dowling & Hartwell, 1987, 1988; Phelps et al., 1986); (d) available continuation proposals; (e) available final reports, and (f) Project Evaluation Forms (see Appendix A).

Instrumentation and Procedure

Analytic tables developed by Rusch, DeStefano, and Hughes (1990) at the Transition Institute at Illinois were used as the basis for constructing tables for this competition. Table 1 contains demographic information about the model program, including region of the country, primary grantee, annual funding level, project duration, cooperating agencies, and population and age range served. Tables 2 through 4 consist of program purposes, activities, and outcomes cited in the RFP, the original grant applications, and compendium reports. Information in Table 4 relating to project outcomes and in Table 5 relating to barriers was generated from the seven final reports that were submitted.

Documents comprising the data source for this investigation were accessed at the Secondary Transition Intervention Effectiveness Institute located at the University of Illinois at Urbana-Champaign. Via contracts and grants with the U.S. Department of Education, the Institute encompasses technical assistance, program evaluation, and applied research programs. A unique transition library housed in the Institute contains not only current literature on transition but also copies of project proposals, data files, and final reports.

Results and Discussion

Project Demographics

In the 1984 competition of 84.078B, 15 model programs were funded; three of the programs developed models for university students, one for college students, and three for community college students. Four of the models addressed secondary to postsecondary issues, two developed instruments for postsecondary education, while two programs identified transition issues across settings. Table 1 presents an overview of the demographic characteristics of each of the 15 model programs.

Insert Table 1 about here

Location. Six of the funded programs were located in the northeast, two in the southeast, three in the midwest, three in the northwest, and one in the western portion of the United States.

Primary grantee. As illustrated in Table 1, 10 of the programs were funded through universities, one through a local education agency, one through a state education agency, and three through a nonprofit organization.

Funding level and project duration. Annual funding level ranged widely, from less than $50,000 to more than 250,000. Nine projects were funded for $50,000 to $150,000, two for $150,000-$200,000, one for $200,000-$250,000, and three for over $250,000 per year. According to the RFP, the competition sought to fund 15 projects for up to three years at approximately $150,000 per year. In actuality, only eight projects were funded for a three-year period, with five of them reaching or exceeding the $150,000 funding level.

The stated purpose of the competition was to stimulate the field to conduct projects that would enhance postsecondary possibilities for students with disabilities and to assure that models were available for those concerned with their continuing educational needs. Interestingly, in a competition aimed at developing model programs for postsecondary students with disabilities, two of the three projects receiving funding about or over the $250,000 level for a three-year period concentrated on development of assessment instruments and procedures.

Population and age range served. Nine projects reported serving students with learning disabilities, three projects served students with learning disabilities and mental retardation, two projects served students with mental retardation, and one project served students with mental retardation and students with varying disabilities. The ages of students served by the model programs ranged between 14 and 25+. Four of the projects served students below the age of 18.

Project Purposes

Table 2 presents an overview of the purposes stated in the OSERS RFP. In addition, purposes identified by the model programs are presented.

Insert Table 2 about here

In terms of the purpose expressed in the RFP, each program identified development of a postsecondary model as a major purpose, 12 programs stated evaluation of program effectiveness as a purpose, while one program listed outreach.

Project-identified purposes and the number of projects for each were as follows: developing models within university settings (3); developing models within community college settings (2) (one of these programs addressed transition to employment and the community as an additional purpose); facilitating transition from secondary to postsecondary settings (5) (one of these programs stated transition from secondary school to employment as an additional purpose); facilitating transition to employment and to postsecondary or community settings (3); facilitating a statewide transition program to postsecondary and employment settings (1); and coordinating services across college settings (1).

Activities

OSERS activities. Table 3 illustrates the activities suggested by OSERS. Eight projects stated that they would identify services needed, four projects stated that they would create an advisory board, nine projects stated that they would operate a curriculum, and all projects stated that they would record the number of students to be served. In addition, 10 projects expected to evaluate participant outcomes, three training for faculty, six training for staff, one training for employers, and six projects stated that training would be conducted for various groups or others. Seven projects listed dissemination activities as part of their planned activities.

Insert Table 3 about here

Project activities. Table 3 also displays the numerous activities identified by individual projects. These activities can be categorized into those related to eligibility determination and those related to assessment. A review of eligibility activities proposed by the projects reflected an emphasis on referral (11 programs) and intake (10 programs) rather than eligibility (6 programs). Project-proposed assessment activities focused upon measuring achievement (8 programs), educational background (8 programs), and self-concept (8 programs). Other areas, such as assessment of educational potential, behavior, career and vocational goals, and social skills were also targeted.

Four projects planned orientation activities to be conducted in the summer or throughout the school year for both students and faculty persons. A wide variety of skill areas included: individual transition planning (11 programs), social skills (5 programs), job survival (7 programs), self-management (7 programs) and study skills (5 programs). Training formats were equally divided between individual (6 programs) and groups (6 programs), with tutoring used in four programs.

Model demonstration programs identified many supplemental services and outreach activities to be offered, such as career counseling (five programs), education or employment counseling (eight programs), and job or educational placement (11 programs). Outreach activities emphasized awareness (10 programs) and inservice training (nine programs).

Twelve programs stated activities for conducting formative evaluations, 11 programs projected outreach activities, eight development of training materials, and four the development of participant materials.

Project Outcomes

Table 4 displays OSERS-suggested outcomes as well as additional outcomes cited by projects. Project-cited outcomes were obtained mainly from an analysis of the seven final reports available at the time of this review. Each report varied in reporting final accomplishments. For example, one report provided a detailed description of how to implement a similar program rather than reporting project outcomes or how the outcomes related to the proposed activities. In some instances, therefore, outcomes were assumed from previous continuation or questionnaire reports.

Insert Table 4 about here

OSERS-suggested outcomes relate to rates of academic success, successful transitions, evaluation, and dissemination. These outcomes are included in the following items on Table 4: (a) Type of Transition, (b) Location of Transition, (c) Summative Evaluation, and (d) Dissemination. The reported number of students served and the success rates reported by five of the programs exceeded the numbers projected in the original proposals. Success rates were based on either maintaining passing grades or completing the planned curriculum. Three projects reported serving "bridge" students (secondary to postsecondary or to community), four served students sponsored by vocational rehabilitation, four projects served students in postsecondary degree programs, and one project served students who were high school dropouts. Three projects cited the number of students identified by their assessment programs, whereas one project served nondegree students. The completion time for five of the programs ranged from one to four years.

Although each project mentioned transition as a major goal, specific numbers were difficult to determine. For example, two projects stated that students were fully employed, but did not define "employment." One project referred students to a vocational rehabilitation counselor. Four projects indicated that students were continuing in postsecondary degree programs. Finally, one project referred students for additional training, while another cited multiple outcomes.

Four of the programs reported passing grade point averages as a major outcome. In addition, various records were cited as available for each participant. For example, five projects reported the availability of assessment or standardized data or both. Three projects conducted follow-up activities. In addition, case studies were available for three projects, anecdotal and contact records for four projects, skill attainment and goal data for two projects, and project satisfaction data for three projects. However, it was not possible to compare the results of these data across projects because (a) either the instrumentation varied from project to project; (b) the data were reported without analysis; or (c) either records or data were not included in the final reports.

Dissemination presentations were reported by six of the model programs. Thus, 90 local and state and 44 national/international presentations were given. Major materials or products developed and disseminated included training manuals (four programs), brochures (four programs), curricula (four programs), and journal articles (four programs).

Additional outcomes cited by projects included referral, inservice, staff utilization, and replication (see Table 4). Referral to programs came from various sources. Specifically, parents referred students to three of the projects, three projects reported self-referral, five projects reported high school referrals, two projects reported faculty referral, and two projects reported referrals by staff or others. Two projects served intact groups: students attending a vocational education program for one project and a secondary class for students with mental retardation for the other project.

Each of the programs conducted various forms of inservice, presentation, or project-sharing activities. Other individuals served by the programs included faculty, parents, secondary personnel, employers, superintendents, teachers, and staff (see Table 4 for reported numbers). Although the number of "other" individuals served was recorded in the hundreds, only two programs reported the availability of evaluation or impact data.

With respect to staff utilization, six projects utilized a principal investigator and a project coordinator, three projects hired instructors, two employed counselors, four used graduate assistants, and one project employed an assessment specialist. The use of graduate assistants as service providers in postsecondary settings proved to be cost effective.

Two university-based programs reported replication of aspects of their model in other locations.

Barriers to Program Effectiveness

A number of impediments to program effectiveness were cited by six of the programs, as indicated on Table 5. Two of the programs cited identification of students with learning disabilities as a problem. As a result, one of these programs served 11 groups of students with varied disabilities. Unrealistic expectations of students, staff, or parents created a barrier for two programs. Yet other difficulties were caused by staffing and scheduling as reported by five and four programs, respectively, especially for projects in university settings. This is not surprising, because many university students carrying full credit loads encounter scheduling difficulties. One program cited interagency cooperation as a problem, and one program experienced difficulty recruiting employers to attend inservices, although a major purpose of this program was employer training. In response to 2,000 invitations to attend inservice sessions mailed, only six employers showed up.

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Insert Table 5 about here

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Table 1

Demographic Characteristics of Model Projects Funded Under Competition 84.078B (1984)

	#84	#85	#86	#87	#88	#89	#90	#91	#92	#93	#94	#95	#96	#97	#100
Region															
Northeast	X	X		X			X					X			X
Southeast											X		X		
Midwest						X				X				X	
Northwest					X			X	X						
Southwest															
West			X												
South															
Primary Grantee															
Local Education Agency				X											
University	X				X	X	X		X	X	X	X		X	X
State Education Agency			X												
Private		X						X					X		
Annual Funding Level															
$50,000-150,000		X		X				X	X	X	X	X		X	X
$150,000-200,000	X						X								
$200,000-250,000						X									
$250,000+			X		X								X		
Project Duration (in Months)															
12														X	X
24								X		X	X	X	X		
36	X	X	X	X	X	X	X		X						
Population Served															
Learning Disabilities	X	X	X	X	X	X	X	X		X			X	X	X
Mental Retardation					X			X	X		X	X	X		
Other									X						
Age Range Served (in Years)															
14-16				X					X						
16-18				X		X	X		X						
18-21	X	X	X		X	X	X		X	X		X	X	X	X
21-25	X	X	X		X	X	X	X	X	X	X		X	X	X
25+	X	X	X		X	X	X	X	X	X	X		X	X	X

Table 2

Project Purpose Stated by OSERS RFP and Purposes Cited by Model Projects (CFDA 84.078B)

	#84	#85	#86	#87	#88	#89	#90	#91	#92	#93	#94	#95	#96	#97	#100
Purposes Stated in OSERS RFP and Cited by Projects															
Develop Postsecondary Model	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Conduct Outreach Activities					X										
Evaluate Program Effectiveness	X	X	X	X	X	X	X	X	X	X		X			X
Additional Purposes Cited by Project															
Transition to Employment					X[d]			X[g]	X			X[i]	X		
Transition to Postsecondary Education		X[a]		X[c]	X					X[h]					
Transition to Community								X	X		X				
Training within Community College			X[b]				X[f]		X						
Training within University	X					X[e]									
Collaborative Arrangements		X			X								X	X[j]	

[a] Service program from high school to community college.
[b] Statewide eligibility criteria for community colleges.
[c] Secondary program for college bound.
[d] Secondary program to postsecondary vocational.
[e] Services for university students with language disabilities.
[f] Vocational training within community college setting.
[g] Postsecondary vocational training for employment.
[h] College-access program.
[i] Training in college setting.
[j] Coordinate services between campuses.

Table 3

Activities Stated in OSERS RFP and Activities Cited by Model Projects (CFDA 84.078B)

	#84	#85	*86	#87	#88	#89	#90	#91	#92	#93	#94	#95	#96	#97	#100
Activities Stated in OSERS RFP and Cited by Projects															
Model Implementation															
Identify Services	X	X	X		X					X	X	X			X
Create Advisory Board		X			X	X									X
Operate Curriculum	X	X		X		X	X	X	X				X		X
Record Number of Students Served	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Evaluation	X	X	X	X	X	X	X		X			X			X
Outreach Training															
Faculty		X		X		X									
Staff		X	X	X	X				X						X
Employer					X										
Other		X		X			X		X		X				X
Disseminate Program Information		X	X		X	X			X			X			X
Additional Activities Cited by Projects															
Eligibility															
Referral	X	X	X	X	X	X	X			X		X		X	X
Intake	X	X	X	X		X	X	X		X		X			X
Eligibility Criteria	X[a]		X		X	X	X								X
Assessment															
Achievement	X	X	X[b]	X		X[c]	X					X			X
Potential	X	X	X			X				X					X
Background	X	X				X	X		X	X		X			X
Behavioral	X		X								X	X			
Career		X								X			X		X
Vocational		X						X	X		X	X	X		
Social Skills			X						X		X				
Self-Concept	X	X	X	X			X			X	X	X			
Job Related			X					X	X		X	X	X		
Orientation															
Summer	X						X								
During School Year		X					X								
For Students		X					X								
For Others		X												XX	

[a] Basic skills.

[b] Developed instrument.

[c] Language testing.

Table 3 (continued)

	#84	#85	•86	#87	#88	#89	#90	#91	#92	#93	#94	#95	#96	#97	#100
Training Provided for Participants															
Individual Transition Plans	X	X			X[a]	X	X	X	X	X		X	X		X
Social Skills								X	X		X		X		X
Basic Skills				X			X								
Strategy	X												X		
Study Skills	X	X		X		X									X
Vocational							X	X	X	X		X			
Self-Advocacy											X				
Self-Management	X	X		X		X	X	X	X[b]						X
Computer-Assisted Instruction	X				X	X									
Job Survival	X	X			X		X	X	X			X	X		
Project-Developed Curriculum		X		X			X	X	X		X				X
Types of Training															
Individual	X	X		X		X	X								X
Group	X	X		X		X	X						X		
Tutoring	X	X				X									X
Supplemental Services for Participants															
Career Counseling	X	X			X		X								X
Psychological Counseling	X														X
Counseling to Education or Employment	X[c]	X		X		X		X		X				X	X
Compensatory	X					X									X
Vocational Rehabilitation		X			X								X		
Job/Education Placement	X	X[d]	X	X	X		X	X	X	X		X		X	
Special Courses	X	X		X			X	X			X				
Special Advising					X					X	X				X
Clinician															X
Work Study							X								
Outreach Training															
Inservice	X	X	X	X	X	X		X	X						X
Awareness	X	X	X	X		X	X					X	X	X	X
Presentation			X	X	X	X									X
Workshop		X		X		X									X
Conduct Formative Evaluation	X[e]	X	X[g]	X[h]	X	X[j]	X	X	X	X	X				X
Develop Materials															
Assessment			X		X[i]				X[l]				X		X
Outreach	X	X	X		X	X	X[k]		X		X	X	X[o]	X[p]	
Training			X		X	X			X		X[m]	X[n]	X		X[q]
Participant	X	X[f]						X			X				

[a] Statewide assessment.
[b] Functional living skills.
[c] Support group.
[d] Summer job/intern.
[e] Provided notetakers, taped texts, faculty assessment of students.
[f] Student activities.
[g] California state norms developed for various instruments.
[h] Utilized a learning-to-learn course or curriculum.
[i] Developed and validated assessment instrumentation.
[j] Faculty awareness instrument.
[k] Trained office clerical skills; interpersonal, and job placement skills.
[l] Model for 11 handicapping conditions.
[m] Developed a living skills curriculum.
[n] Job development manual for placement.
[o] Statewide transition services coordination.
[p] Consolidated services between schools.
[q] Model program at university.

Table 4

Outcomes Stated in OSERS RFP and Outcomes Cited by Model Projects (CFPA 84.078B)

	#84	#85	#88	#89	#90	#94	#100
Outcomes Stated in OSERS RFP and Cited by Projects							
Type of Transition							
Number of Students Served	37	108		114	102		110
Successful Academically	31	75		96%	55		100
Bridge Students		X			X	X	
Vocational Rehabilitation			X	X	X		2
Degree Students	X	X		X			108
Dropouts					X		
Number of Students Identified			130	79			76
Nondegree						X	
Years in Program	4	2		4	1		4
Location of Transition							
Full Employment		X					X
Other Agency			X				
Program Continuation	X	X		X			X
Additional Training		X					
Multiple Outcomes					X		
Summative Evaluation							
GPA	2.89	2.5		2.24			2.6
Student				X	X		X
Inservice				X			X
Follow-up		X			X		X
Case Study	X	X			X		
Anecdotal	X			X	X		X
Contact	X			X	X		X
Skill					X	X	
Goal		X					X
Satisfaction	X	X	X				
Dissemination							
Presentations							
State	8	15	4	18			2
Local		2	7		17		16
National	2		7		6		3
International		4		13			9
Materials							
Training Manual		2	X	6			X
Brochures	X	X		X		1	
Instruments			2				
Curricula		X			X	14	X
Newsletter				X			
Journal Articles	3		2	2			7
Student Material		X					X

Table 4 (continued)

	#84	#85	#88	#89	#90	#94	#100
Additional Outcomes Cited by Projects							
Referral							
Parents				4%	X		X
Self	X			15%			X
High School	X	28		4%	X		X
Faculty				17%			X
Staff				41%			X
Other		X	X	X	X	X	X
Inservice							
Number Served		57	63		14		90
Faculty	X			2000			X
Parents		150			10	X	X
Secondary		300		250	2		X
Employers			X				
Other		100		75		28	
Staff Utilization							
Principal Investigator	X	X	X	X	X		X
Coordinator	X	X	X	X	X		X
Instructor	X	LD			X		
Counselor			X		X		
Graduate Assistants	X	3		X			X
Assessment				X			
Replication				X			X

Table 5

Barriers Cited by Model Projects (CFDA 84.078B)

Project	#84	#85	#88	#89	#90	#94	#100
Identification of Students	X[a]				X[c]		
Unrealistic Expectations	X				X		
Staffing	X	X	X	X			X
Scheduling	X	X		X			X
Interagency Cooperation		X[b]					
Inservice Attendance			X				

[a] Referral.
[b] Liaison with vocational rehabilitation.
[c] Served 11 categories.

APPENDIX A

Project Evaluation Form for CFDA 84.078B

Project Evaluation Form

Competition 84.078B

Directions for Project Directors: Please complete the following list either with a check mark indicating that the activity was conducted or with specific information where available.

Name of Institution ______

Final Report Number (or ID) ______

Project Title ______

Demographic Variables

State ______
Region ______
Department ______
Funding Level ______
Duration ______
Population ______
Range ______

OSERS Purpose

Postsecondary Mainstream Model ______
Evaluate Program Effectiveness ______
Conduct Outreach Activities ______

Program Purpose

Setting

- Community College (CC) ______
- University (U) ______
- Vocational (V) ______
- Secondary (S) ______
- Community (C) ______
- Other (O) ______

Type

- High School to employment(HS-E) ______
- High School to Postsecondary (HS-PS) ______
- High School to Community (HS-C) ______
- Within Community College Setting (WCC) ______
- Within University Setting (WU) ______
- Nontraditional Curriculum (NT) ______
- Traditional Curriculum (TC) ______
- Bridge High School to Postsecondary or Employment (Bridge) ______
- Out of School Drop Out (Drop Out) ______

Conduct Inservice/Awareness Activities ______________________________

Activities OSERS

Identify Services (ID Sers) ______________________________
Operate Planned Curriculum (OPC) ______________________________
Record # of Participants to be served (# of Ps) ______________________________
Record # of Others to be served (# of others) ______________________________

Provide Inservice or Awareness

Faculty (Fac) ______________________________
Staff (Staf) ______________________________
Employers (Employers) ______________________________
Parents (Parents) ______________________________
State (ST) ______________________________
Other ______________________________

Conduct Supplemental Activities

Identify Advisory Board (Advisory Bd) ______________________________
Conduct Parent Education (P Ed) ______________________________
Coordinate Services (Co-ord Serv) ______________________________
Identify Liaisons
Community (Comm) ______________________________
State (ST) ______________________________
Community College (CC) ______________________________
Voc Rehab (VR) ______________________________
Public Schools (PS) ______________________________
Veterans Administration (VA) ______________________________
Employment Sites (ES) ______________________________
Other (O) ______________________________

Evaluation

Evaluate Expected Participant Outcomes (EEPO) ______________________________
Identify Data to be Collected (ID Data) ______________________________
Identify Criteria to Evaluate Services (ID Criteria) ______________________________

Dissemination

Dissemination as to Access (Access) ______________________________
Dissemination on Support Service (Supt Ser) ______________________________
Continuation Efforts (Continuation) ______________________________

Replication ______________________________

Project Identified Activities

Identify Support Services

Identify Staff (ID Staff) ______________________________
Create a Support Group (Supt Grp) ______________________________

Develop

Referral Procedures (Ref Proceds) ______________________________
Intake Procedure (Intake) ______________________________
Assessment and Identification Procedures (Assess and ID) ______________________________

Assessment for ID of Participant List (type or name of instrument on reporting form)
Academic
  Reading (Read) ______________________________
  Writing (Write) ______________________________
  Math (Math) ______________________________
  Language (Lang) ______________________________
Potential (IQ) ______________________________
Cognitive (Cog) ______________________________
Self-Concept (SC) ______________________________
Vocational (Voc) ______________________________
Job Related (Jb Rel) ______________________________
Adaptive Behavior (Ad Beh) ______________________________
Observational (Obs) ______________________________
Career (Carer) ______________________________
Background Medical (Back Med) ______________________________
Background Employment (Back Emp) ______________________________
Basic Skills (Bas Sks) ______________________________
Informal (Inf) ______________________________
Language (Lang) ______________________________
Motoric (Motor) ______________________________
Demographic ______________________________
Background Educational ______________________________
Interview ______________________________
Previous Educational Data ______________________________
Intake ______________________________
Other ______________________________

Conduct Orientation Sessions (Orientation Sess) ______________________________
Summer (Sum) ______________________________
During School (DSCH) ______________________________
For Participants (Paret) ______________________________
For Parents (Parents) ______________________________
For Agency or Fac (Agency or Fac) ______________________________
Other ______________________________

Type of Training Provided for Participant
IEP (IEP) ______________________________
ITP (ITP) ______________________________
Transition Planning (TP) ______________________________
Published Curriculum (Pub Cur) ______________________________
Project-Developed Curriculum (Prjt Dev Curr) ______________________________
Study Skills (St Sks) ______________________________
Job Skills (Jb Sks) ______________________________
Strategy Training (Strategy) ______________________________
Postsecondary Survival (Posts Sur) ______________________________
Job Survival (Job Sur) ______________________________
Computer-Assisted Instruction (CAI) ______________________________
  Faculty (Fac) ______________________________
  Participant (Part) ______________________________

Employer (EMP) ______________________
Other (O) ______________________
Basic Skills (BS) ______________________
Self-Advocacy (SA) ______________________
Social Skills (Soc Sks) ______________________
Interpersonal Skills (Int Sks) ______________________
Vocational Skills (Voc Ed) ______________________
Academic Skills (Acad Skills) ______________________
Self-Management (Self-Manage) ______________________
Other (O) ______________________

Training Conducted
On Campus (OC) ______________________
Off Campus (OFFC) ______________________
Individual (J) ______________________
Group (G) ______________________
Task Analysis ______________________

Supplemental Services Provided for Participant (state type, if appropriate)
Vocational Education (VocEd) ______________________
Career Counseling (CC) ______________________
Tutoring (Tutor) ______________________
Job Placement (JB Place) ______________________
Job Internship (Jb Intern) ______________________
Psychological Counseling (Psych Couns) ______________________
Supervision (Supervision) ______________________
Work Study (WkSty) ______________________
Vocational Rehabilitation (VR) ______________________
Medical (Med) ______________________
Educational Counseling (Ed Couns) ______________________
Guidance Counseling (Guid Couns) ______________________
Compensatory Adaptations
Notetakers (N) ______________________
Taped Recorders (Tape R) ______________________
Taped Texts (TT) ______________________
Ed Advisor (Ed AD) ______________________
Job Follow-Up (Job Follow-up) ______________________
Modified Courses (Mod Course) ______________________
Special LD Course (LD course) ______________________
Clinician Assistance with Individualized Plans (Clinician) ______________________
Special Advising (Sp Advising) ______________________
Other (O) ______________________

Provide Inservice/Training Type
Inservice (I) ______________________
Awareness (A) ______________________
Lecture (L) ______________________
Workshop (W) ______________________
Presentation ______________________

Consultation ________________________________
Mailings ________________________________
Technical Assistance ________________________________
Other ________________________________

Data Collection on Inservice/Training
Needs Assessment (NA) ________________________________
Questionnaires (?naire) ________________________________
Inventory (Inv) ________________________________
Survey ________________________________
Attitude ________________________________

Conduct Training and Model Evaluation Activities
Formulative Evaluation Student/Program, etc.
Staff Meeting (St Meet) ________________________________
Advisory Bd (Ad BD) ________________________________
Outside Evaluator (OUTSIDE E) ________________________________
Competency Based (Comp) ________________________________
Result in Changes (Change) ________________________________
Training Successful (TS) ________________________________
Training Nonsuccessful (TNS) ________________________________

Data Collection
Descriptive (Descrip) ________________________________
Single Subject (SS) ________________________________
Group (GP) ________________________________
Pre-post (Pre-P) ________________________________
Observations ________________________________
Follow-up ________________________________
Survey ________________________________
Interview ________________________________

Area
Student ________________________________
Program ________________________________
Curriculum ________________________________
Staff Dev ________________________________
Instrumentation ________________________________
Inservice ________________________________
Other ________________________________

Dissemination
Give Presentations (Present) ________________________________
Distribute Announcements and Brochures and Other Materials
(DistMat) ________________________________

Project Outcomes

Participant Outcome

# Served ____________
Successful (S) ____________
Nonsuccessful (NS) ____________
Modified (Mod) ____________
Type of Student
Bridge (b) ____________
Out of School (Dropout) ____________
Pays Tuition (Tuition) ____________
Vocational Rehabilitation (VR) ____________
Sponsored (Spons) ____________
Scholarship (SCH) ____________
Degree (DEGREE) ____________
Non-Degree (Nondegree) ____________
Certificate ____________
Years Needed to Complete ____________
Previously Diagnosed ____________
Project Identified ____________

Transition
To employment
Full Employment (FEmp) ____________
Part Time (Part T) ____________
Additional Training (Ad T) ____________
Other Agency (O Agency) ____________
ToGED (GED) ____________
Continue Program (Con P) ____________
Multiple Outcomes (all of the above) ____________

Referral to Project by:

Parents (Pts) ____________
High School Teacher (HS) ____________
Advocacy Group (ADV) ____________
Self (Self) ____________
Faculty (Fac) ____________
Outside Agency (OA) ____________
Within Training Institution Agency or Dept (WA) ____________
Counselor (Couns) ____________
Other (O) ____________

Inservice or Training List Type

# served (# served) ____________

Participants
Faculty (Fac) ____________
Parents (Parents) ____________
State (St) ____________
School (School) ____________

Agency (AG) ____________________
Employer (EMP) ____________________
Other (O) ____________________

Summative Evaluations

GPA ____________________
Participant Training Evaluation Data (P Train Data) ____________________
Inservice Training Evaluation Data (Inserv Data) ____________________
Participant Follow-Up (Follow-up) ____________________
Create Case Studies (Case Study) ____________________
Anecdotal Records (Anecd R) ____________________
Contact Record (Con R) ____________________
Cost Benefit ____________________
Client Satisfaction ____________________
Skill Attainment ____________________
Descriptive ____________________
Program Goal Accomplishments ____________________

Staff Utilized and Identified by Project (include type where appropriate)

Principal Investigator (PI) ____________________
Project Coordinator (PC) ____________________
Trainer Curriculum (TC) ____________________
Assessment Personnel (AP) ____________________
Counselor (Counselor) ____________________
Graduate Assistants (Grd Assist) ____________________
Other (O) ____________________

Dissemination

Presentations #s
State (ST) ____________________
Local (L) ____________________
National (N) ____________________
Materials
Training Manuals ____________________
Brochures ____________________
Directory ____________________
Instruments ____________________
Curricula ____________________
Newsletter ____________________
Journal Articles ____________________
Replication ____________________

Continuation

Original Agency ____________________
Other ____________________

Problems Encountered

1. Identification (LD) ____________________
2. Unrealistic Expectations ____________________

3. Staffing ______________________
4. Transportation ______________________
5. Scheduling ______________________
6. Interagency Cooperation ______________________
7. Other ______________________

Comments

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APPENDIX B

Requests for Proposals

Cooperative Models for Planning and Developing Transitional Services (CFDA 84.158C)

Special Projects and Demonstrations for Providing Vocational Rehabilitation Services to Severely Disabled Individuals (CFDA 84.128A) (Priority Three) "Transition from School or Institution to Work"

Handicapped Chilren's Model Demonstration Projects: Post-Secondary Projects (CFDA 84.023G)

Postsecondary Education Programs for Handicapped Persons - Demonstration Projects (CFDA 84.078C)

Demonstration Projects for Mildly Mentally Retarded and Learning Disabled (CFDA 84.078B)

COOPERATIVE MODELS FOR PLANNING AND DEVELOPING TRANSITIONAL SERVICES

84.158C

The purpose of this program is to support projects designed to plan and develop cooperative models for activities among state or local education agencies and adult service agencies, which will facilitate effective planning and program development to meet the service and employment needs of handicapped youth as they leave school. Adult service agencies would include vocational rehabilitation, mental health, mental retardation, public employment, community colleges, centers for independent living, and private employers.

Available Funds

Approximately $900,000 will be available to support 13 new cooperative models for planning and developing transitional services under this program in fiscal year 1984. Projects should be budgeted at up to $70,000 per year. Grant approval may be up to a two-year* period subject to an annual review of progress and the availability of funds.

Background

One of the most frequently asked questions in special education today is "What will happen to handicapped students when they are no longer eligible for public education?" There is a growing realization among parents, advocates, and educators that the only service mandated for the handicapped is public education, but that some students reach the end of their public school experience unready for competitive employment or independent living. As students approach the age of 21, parents and professionals seek out other human service agencies in an attempt to enroll students in community programs that will provide continued training. Unfortunately, such programs are difficult to locate, and public schools are usually unable to refer existing students to appropriate service providers. Adult services are often characterized by a confusing array of service providers, differing eligibility requirements, and long waiting lists.

Although this problem is most critical for severely handicapped students, those with less severe handicaps also experience significant problems making the transition from school to community. It has been estimated that 300,000 handicapped youth leave our nation's special education system each year, either through graduation or as a result of termination of their eligibility. In our secondary or high school programs, only 3 of 10 handicapped youth between 16 and 21 years of age receive employment-related instruction and training. While vocational education programs and vocational rehabilitation services have enabled some handicapped students to find jobs and support themselves, at least in part, a large number of handicapped individuals leaving special education programs become dependent members of our communities.

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*The closing date notice indicated a performance period of up to 36 months. A correction was published in the Federal Register.

Program Focus

It is expected that applications submitted under this announcement will consist of a planning phase that attends to the development of a cooperative planning model and an implementation phase, which implements and evaluates the model. Models should target handicapped individuals who need but have traditionally had problems linking with community based training programs and services or obtaining and maintaining employment. Suggested models that would satisfy most of the persistent needs include:

- Development of formal working agreements and mechanisms between state or local education agencies and adult service agencies that result in programs and service models assisting handicapped youth to enter competitive or supported employment.
- Demonstration of unique methods of ensuring placement of handicapped students in continuing education and training programs as part of the transition to adult and working life.
- Demonstration of the intervention of multiple support systems (i.e., vocational rehabilitation, adult education, community college programs, and community-based rehabilitation facilities) in meeting the training needs of handicapped youth. This might include additional training for individuals who are currently employed but seeking career advancement.
- Incorporation of the successful Projects with Industry (PWI) programs with educational agencies to assist students leaving school in entering the programs. The benefit would be that the PWI model assists the handicapped youth in securing competitive or supported employment.

Many approaches can be taken to implement these cooperative planning models. An initial step should be to determine the need for postsecondary training and other services in the target population in general and, more specifically, in the population where the project is located. After the needs are determined, the educational agency should begin formalizing its relationship with those adult service agencies that can assist the handicapped youth in making the transition from school to work. Such interventions should complement programming at the secondary level and should link handicapped individuals to community-based programs.

Models should be developed as a response to clearly identified needs. Thus, it is expected that each model will consist of multiple components. The approach of each component may result from previous research or pilot studies, or from innovative theoretical constructs. As programmatic services are implemented, evaluation methods must be developed and used to assess program effectiveness. In some instances, several approaches might be tried and evaluated to determine the most effective method of meeting a particular need. Evaluation of the project takes place at many stages. As a result, when the project's federal funding terminates, the effectiveness of the approach will be known. Thus, schools and other agencies interested in adopting the new approach will be able to (a) know its worth and (b) see the program in operation. This would enable them to determine how well the program as a whole, or any component of it, would assist them in meeting the postsecondary needs of handicapped individuals.

These ideas are presented as possible examples of the approaches a project could take. They are in no way intended to limit the range of models that could be considered under this priority.

SPECIAL PROJECTS AND DEMONSTRATIONS FOR PROVIDING VOCATIONAL REHABILITATION SERVICES TO SEVERELY DISABLED INDIVIDUALS

84.128A

(Priority Three)

"Transition from School or Institution to Work"

The purpose of this program is to establish demonstration projects for providing comprehensive programs in rehabilitation services, which hold promise of expanding or otherwise improving the vocational rehabilitation of groups of severely disabled people who have special rehabilitation needs because of the nature of their disabilities. The primary goal of these projects is to assist severely disabled individuals in achieving the optimal vocational adjustment of which they are capable. It is expected that project activities will be fully coordinated with those of other appropriate community agencies that may provide rehabilitation services to special populations of severely disabled individuals.

Available Funds

A total of $5,735,000 is estimated to be awarded under this program in fiscal year 1984 (excluding spinal cord injury projects). Of this amount, it is estimated that $2,935,000 will be available for new severely disabled projects in fiscal year 1984, to be divided equally between three priority categories and a fourth category for applications on other severely disabled projects, which do not fall under any of the three priorities. An estimated 25 new projects will be awarded at an average project cost of $117,000. These estimates do not bind the Department of Education to a specific number of grants or to the amount of any grant unless that amount is otherwise specified by statute or regulations.

Priority 3: Transition from School or Institution to Work

Programs supported under this priority must include effective strategies to support transition from school or institutional services to work. Priority will be given to proposals that involve use of integrated, generic community programs such as community colleges, nonprofit vocational and technical schools, nonprofit private schools, and other similar agencies or institutions. Programs must provide transitional vocational services leading to full employment for individuals leaving a school or an institution.

HANDICAPPED CHILDREN'S MODEL DEMONSTRATION PROJECTS
POST-SECONDARY PROJECTS
84.023G

The purpose of this program is to support new model demonstration projects, which will complement secondary programming and link handicapped individuals who exit the secondary schools not yet ready for competitive employment to community-based training programs and services. Issues of particular interest include development of an interface between education programs and community service providers, efforts to place and provide continued training and support to individuals for competitive employment, and development of models to demonstrate that all handicapped individuals leaving public school programs, regardless of disability or severity, have access to community-based training programs. The aim of this grant program is to use direct service to demonstrate the effectiveness of newly conceived educational models, which may be replicated, either in part or in their entirety, in other communities.

Available Funds

Approximately $1,500,000 will be available to support 15 new demonstration projects under this program in fiscal year 1984. Projects should be budgeted at approximately $100,000. Grant approval is for a three-year period, subject to an annual review of progress and the availability of funds.

Background

One of the most frequently asked questions in special education today is "What will happen to handicapped students when they are no longer eligible for public education?" There is a growing realization among parents, advocates, and educators that the only service mandated for the handicapped is public education, but that some students reach the end of their public school experience unready for competitive employment or independent living. As students approach the age of 21, parents and professionals seek out other human service agencies in an attempt to enroll students in community programs that will provide continued training. Unfortunately, such programs are difficult to locate, and public schools are usually unable to refer exiting students to appropriate service providers.

Although this problem is most critical for severely handicapped students, those with less severe handicaps also experience significant problems making the transition from school to community. It has been estimated that 300,000 handicapped youth leave our nation's special education system each year, either through graduation or as a result of termination of their eligibility. In our secondary or high school programs, only 3 of 10 handicapped youth between 16 and 21 years of age receive employment-related instruction and training. While vocational education programs and vocational rehabilitation services have enabled some handicapped students to find jobs and support themselves at least in part, a large number of handicapped individuals leaving special education programs become dependent members of our communities.

Program Focus

It is expected that applications submitted under this announcement will identify populations of handicapped individuals who need but have traditionally had problems linking with community-based training programs and services or obtaining and maintaining employment. Suggested models that would satisfy most of the persistent needs include:

- Improvement of the effectiveness of postsecondary vocational education programs to meet the unique needs of low-incidence handicapped youth.
- Demonstration of unique methods of ensuring placement of handicapped students in continuing education and training programs as part of the transition to adult and working life.
- Demonstration of the intervention of various support systems (i.e., vocational rehabilitation, adult education, community college programs, and community-based rehabilitation facilities in meeting the training needs of handicapped youth). This might include additional training for individuals who are currently employed but seeking career advancement.

Many approaches can be taken to implement these demonstration models. An initial step should be to determine the needs for post-secondary training and other services in the target population in general and, more specifically, in the population where the demonstration project is located. These needs may include counseling, developing social/interpersonal and independent living skills, specific occupational skills, job placement, onsite training in specific job requirements, and follow-up support to ensure job maintenance. These interventions should complement programming at the secondary level and should link handicapped individuals to community-based programs and services.

Models should be developed as a response to clearly identified needs. Thus, it is expected that each model will consist of multiple components. The approach of each component may result from previous research or pilot studies, or from innovative theoretical constructs. As programmatic services are implemented, evaluation methods must be comprehensive to assess program effectiveness. In some instances, several approaches might be tried and evaluated to determine the most effective method of meeting a particular need. Evaluation of the project takes place at many stages. As a result, when the project's federal funding terminates, the effectiveness of the approach will be known. Thus, schools and other agencies interested in adopting the new approach will be able to (a) know its worth and (b) see the program in operation. This would enable them to determine how well the program as a whole, or any components of it, would assist them in meeting the postsecondary needs of handicapped individuals.

These ideas are presented as possible examples of the approaches a project could take. They are in no way intended to limit the range of models that could be considered under this priority.

POSTSECONDARY EDUCATION PROGRAMS FOR HANDICAPPED PERSONS - DEMONSTRATION PROJECTS
84.078C

Part 11 - Application Notice

CLOSING DATE: March 7,1985.

Program Information

(a) In accordance with 34 CFR 338.30 (b), the Secretary will award fiscal year 1985 grants for model projects of supportive services to individuals with handicapping conditions other than deafness that focus on specially adapted or designed educational programs that coordinate, facilitate, and encourage education of handicapped individuals with their nonhandicapped peers, as described in 34 CFR 338.10 (a) (2) (i). An application that does not address this priority will not be considered. If an application addresses both the priority and a non priority area, the Secretary will consider only that portion that addresses the priority.

(b) Within this priority, the Secretary especially urges the submission of applications for projects that develop models of generic postsecondary services for handicapped students which improve the transition to work, including program adaption, curricular design and modification, program organization and placement linkages. Projects in vocational-technical schools and institutions, and at community colleges and other two year institutions are especially invited. These projects should produce information and practices which will facilitate their replication in other agencies and improve work opportunities for handicapped persons who are served in post secondary settings. However, applications that meet the invitational priority described in this paragraph will not receive a competitive preference over other applications that propose model projects that meet the absolute priority described in paragraph (a). [Application Grants Package pp. A6-A7]

Available Funds

It is expected that approximately $1,000,000 will be available for support of an estimated 12-14 new grants for demonstration projects to be awarded in fiscal year 1985, with an average award of approximately $75,000. [Application Grants Package p. A9]

Applicable Regulations

Regulations applicable to this program include the following: (a) Regulations governing the Postsecondary Education Programs for Handicapped Persons Program (34 CFR Part 338). (b) Education Department General Administrative Regulations (EDGAR) (34 CFR Parts 74, 75, 77, 78 and 79). [Application Grants Package p. A10]

The following paragraph appears on page C-4 of the package as a postscript to the "Introduction" section:

Please Note: For this competition, the Secretary has invited submissions for projects that focus on models of generic postsecondary services for handicapped students which improve the transition to work, including program adaptations, curricula design and modifications, program organization, and placement linkages. The Project Officer is available for technical assistance should there be questions on appropriateness of intended activity within the scope of the priority focus mentioned above. [Application Grant p. C4]

DEMONSTRATION PROJECTS FOR MILDLY MENTALLY RETARDED AND LEARNING DISABLED
84.078B

The purpose of this program is to develop, operate, and disseminate specially designed model programs of postsecondary, vocational, technical, continuing, or adult education for handicapped individuals. Specifically, the purpose of this competition is to stimulate the field of higher education to conduct projects that will enhance postsecondary possibilities for mildly mentally retarded and learning disabled persons especially to assure that demonstrated models for these handicapped populations are available to those concerned with their continuing educational needs.

Available Funds

Approximately $2,200,000 is expected to be available for support of new model demonstration projects in fiscal year 1984. An estimated 15 new grants will be awarded for fiscal year 1984, with an average award of approximately $150,000. An applicant may propose a project period of one, two, or three years.

Projects and activities supported under this competition include, but are not limited to:

1. The operation of centers for deaf students, including models of comprehensive supportive services to those students;

2. Model projects of supportive services to students with handicapping conditions other than deafness that focus on:
   - (a) Specially adapted or designed educational programs that coordinate, facilitate, and encourage education of handicapped students with their nonhandicapped peers;
   - (b) Expansion of the educational resources and services available to handicapped students in postsecondary programs;
   - (c) Establishment of outreach activities to provide technical assistance and program information concerning access and support services for handicapped individuals; or
   - (d) Development and dissemination of strategies and materials for the inservice training of faculty and administrative personnel involved in integration of handicapped students in postsecondary institutions to improve their understanding of, and attitudes toward, those students;

3. Evaluation of the effectiveness of programs carried out under this part to increase access to postsecondary education for handicapped students;

4. Establishment of projects to stimulate and develop model statewide, regional, and national programs to improve access for handicapped students, including the fostering of cooperative and consortia arrangements; and

5. Conducting research, innovation, training, or dissemination activities, consistent with the purposes of Section 624 of the Act and the requirements in 34 CFR Part 315.

(a) The following is an illustrative list of the types of supportive services which may be provided (in whole or in part) in model projects supported under this part:

(1) Interpreters.
(2) Tutors.
(3) Notetakers and readers.
(4) Wheelchair attendants.
(5) Guidance counselors.
(6) Speech and auditory training.
(7) Job placement and follow-up.
(8) Preparatory and orientation services.
(9) Supplementary learning experiences.
(10) Instructional media adaptations.
(11) Inservice training for teachers and other educational staff relating to the handicapped participants in the program.
(12) Administrative expenses, including employment of a director, administrator, or coordinator of the program.
(13) Planning and evaluation activities.

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